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ABSTRACT

These five guidebooks are designed for literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook answers specific questions such as handling legal issues, screening for learning disabilities, selecting curriculum options, using effective instructional methods, and creating professional development opportunities. The following items are appended to the various guidebooks: glossary and important definitions of learning disabilities (guidebook 1); report cards on selected screening instruments, list of inappropriate instruments for screening for learning disabilities in adults, and discussion of reliability and validity (guidebook 2); report cards on instructional materials (guidebook 3); characteristics of the strategies instructional model and discussion of the role of phonological awareness in learning to read (guidebook 4); and needs assessment instruments, presenter notes, graphic organizers, case studies, and worksheets (guidebook 5). The guidebooks contain a total of 542 references. (MN)

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Bridges to Practice
A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

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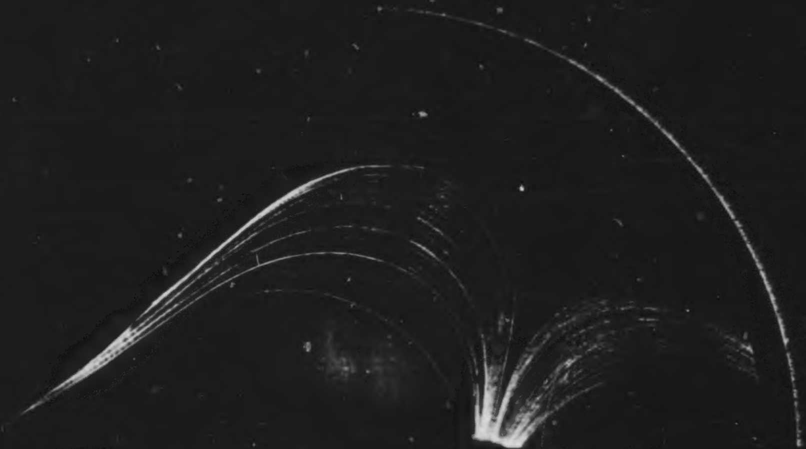

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 1

Preparing to Serve Adults with Learning Disabilities

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A Collaboration Between

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The Academy for
Educational Development
and
The University of Kansas Institute
for Research in Learning Disabilities

Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

- Understanding Learning Disabilities
- Legal Issues Related to Adults with Learning Disabilities
- Systems and Program Change
- Resources for Learning

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

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GUIDEBOOK 1

Preparing to Serve Adults with Learning Disabilities

The National Adult Literacy and
Learning Disabilities Center
Washington, DC • 1999

NATIONAL ALLD CENTER

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Guidebook 1

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Academy for Educational Development
Washington, D.C.
January 1999

NATIONAL INSTITUTE FOR LITERACY

Fall, 1998

Dear Colleagues:

The National Institute for Literacy (NIFL) has a small budget and a huge mission: to assure that all American adults who need to improve their literacy skills have access to services of real quality and effectiveness.

One of the greatest challenges to this mission is the issue of learning disabilities (LD) – our field's historic lack of knowledge about these complex obstacles to learning, and our struggle to help adults with LD gain the skills they need to lead productive, fulfilling lives.

Educators have known for years that learning disabilities are among the major problems faced by adult literacy students and by the programs that serve them. But today the need for solutions is especially urgent. On the eve of the 21st century, when literacy skills are more important than ever before to the success of individuals and our nation, state and local programs are under enormous pressure to show that their services make a difference to all their students. We must learn how to do a better job of serving adults with learning disabilities.

BRIDGES TO PRACTICE is NIFL's major contribution to that goal. BRIDGES is the centerpiece product of our National Adult Literacy and Learning Disabilities Center. It is the culmination of a five-year investment in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners. We are convinced that BRIDGES and its accompanying training and technical support will meet critical professional development needs that have never been met in such a comprehensive way.

The publication of BRIDGES is not the end of NIFL's commitment in the area of literacy and learning disabilities. We hope it will be the beginning of an increasingly collaborative process with all of you to find better and better ways of serving this significant population of America's adults.

Sincerely,

Andy Hartman
Andrew Hartman
Director

Susan Green
Susan Green
Project Officer

Glenn Young
Learning Disabilities Specialist

In memoriam

William R. Langner, 1932–1998

tireless advocate for adults with special needs…

visionary…dreamer…

passionate believer that we can make a difference…

adult education practitioner and lifelong learner…

world traveler and intrepid rider of camels and elephants…

friend.

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Preface

Welcome to *Bridges to Practice*. You are about to embark on a journey designed to help literacy programs enhance the services they provide for adults with learning disabilities. The development of *Bridges to Practice* is centered around the vision of the National Adult Literacy and Learning Disabilities Center (National ALLD Center). This vision consists of the following beliefs:

- Adults with learning disabilities have specific and unique educational service needs.
- Literacy programs can and should meet the needs of adults with learning disabilities.
- By focusing on research-based information, the National ALLD Center can help literacy programs better meet the needs of adults with learning disabilities.

Bridges to Practice is organized around five guidebooks designed to document and reflect "best practices" in working with persons with learning disabilities. What distinguishes these guidebooks from similar products is that the content is based on research. The purpose of these guidebooks is to influence the decision-making process of literacy practitioners in evaluating and selecting screening tools, curricular materials, and instructional strategies that are effective for adults with learning disabilities. Ultimately, by making changes in the provision of services for adults with learning disabilities, literacy programs can help countless adults reach their potential and lead more fulfilling and self-sufficient lives.

By the end of the *Bridges to Practice* training, you will have:

- a broader awareness of learning disabilities and their impact on the provision of literacy services;
- a repertoire of skills and practical tools for tapping the creativity and experience of those you work with;
- a vision of the changes you would like your program to initiate in providing services which are more responsive to the needs of persons with learning disabilities; and
- an action plan for how you intend to achieve those changes.

To derive maximum benefit from these guidebooks, literacy program leaders are encouraged to participate in the companion training/professional development program developed by the National ALLD Center. When used in conjunction with this training and the accompanying video, *Bridges to Systemic Reform*, these guidebooks can provide the stimulus for literacy programs to begin to address overall system change and, thereby, to enhance the quality of services provided to adults with learning disabilities.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

Mary Ann Corley, Ph.D.
Director, National ALLD Center

Foreword

Learning disabilities is an umbrella term that describes a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Adults who have difficulties with listening, thinking, speaking, reading, or writing are likely to experience problems that significantly affect their academic achievement and their lives.

Varying estimates of the number of American adults with learning disabilities range from 3 to 15 percent of the general population. An even greater incidence of learning disabilities is likely to be found among the population of adults with low-level literacy skills. Research has yet to determine just what that proportion is; estimates range from 30 to 80 percent.

Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities was developed through funding from the National Institute for Literacy (NIFL), which was created by the National Literacy Act of 1991. The NIFL's mission is to maximize the effectiveness of local literacy services nationwide. One of the goals of the NIFL is to enhance the capacity of literacy service providers to identify, teach, and support adults with learning disabilities.

In 1993, the NIFL provided funding to the Academy for Educational Development (AED) to establish the National Adult Literacy and Learning Disabilities Center (National ALLD Center) in collaboration with the University of Kansas Institute for Research in Learning

Disabilities (KU-IRLD). Together, the staff at AED and the KU-IRLD developed a service, research, and development agenda designed to assist literacy practitioners in enhancing services to adults with learning disabilities. This agenda was developed in recognition of:

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with learning disabilities; and
- the need to improve the outcomes of adult literacy programs.

The National ALLD Center developed the *Bridges to Practice* series for adult literacy program supervisors and professional development specialists. The goal of *Bridges to Practice* is to increase awareness among practitioners about learning disabilities and to help program leaders address the changes they might initiate to make their programs more responsive to the needs of adults with learning disabilities.

By setting forth guidelines for best practices and by stimulating discussions among program staff, these guidebooks can be the catalyst that causes some literacy programs to rethink and restructure their delivery systems to be more effective in serving adults with learning disabilities. Programs that are responsive to the needs of adult learners ultimately will assist greater numbers of students in achieving their goals.

Development of the Guidebooks

Research efforts in the fields of literacy, adult education, and learning disabilities are just beginning to yield clear directions for practice. Furthermore, what is known from research on learning disabilities has found its way only sporadically into instructional practice. It has been estimated that less than 10 percent of educational materials and methods currently used in instructional settings has been validated through any type of research (Carnine, 1995). To address this dilemma, the team at the National ALLD Center developed a three-phase research and development plan.

Phase 1: Gather Information from the Field

During the first phase of research and development, the National ALLD Center staff organized focus groups, sent out questionnaires, surveyed

resource centers, and evaluated current screening practices and instructional materials. Through this research, the staff

- identified the beliefs, issues, and values of practitioners in the fields of literacy and learning disabilities;
- identified and validated standards for developing, evaluating, and selecting practices related to screening and instructional materials for serving adults with learning disabilities; and
- identified current practices related to serving adults with learning disabilities.

The last step in this phase was to develop and field-test procedures related to teaching literacy providers to apply the standards to screening practices and instructional materials.

Phase 2: Integrate Research and Write Guidebooks

During the second phase of research and development, the National ALLD Center staff integrated the knowledge they had gathered during the first phase and used this information as a basis for the first four *Bridges to Practice* guidebooks. The staff also developed training for using the program and field-tested the guidebooks to determine how literacy service providers could use the information to improve services for adults with learning disabilities.

Phase 3: Review and Refine Guidebooks

After the first four guidebooks were developed, the National ALLD Center staff used field-test results and reviews of external evaluators to revise the guidebooks. They also collaborated with the four NIFL-funded Learning Disabilities Training and Dissemination (LDTD) hubs and developed the professional development guidebook (*Guidebook 5*) to enhance the dissemination of information contained within the *Bridges to Practice* series.

Because of ongoing research and development in the fields of adult literacy and learning disabilities, additional information will be continuously added to these guidebooks so that they reflect the most current knowledge concerning adults with learning disabilities.

Ensuring Success

The fields of adult literacy and learning disabilities represent many audiences and interest groups. The *Bridges to Practice* guidebooks provide

information about learning disabilities and their impact on literacy programs. However, these guidebooks cannot compensate for the development of specialists in learning disabilities and professional training. Ideally, literacy services for adults with learning disabilities should be organized and delivered by, or under the direct guidance of, a practitioner who is a "master" in providing instruction to those who struggle with learning and learning disabilities.

Terminology Used in the Guidebooks

For consistency throughout these guidebooks, the term "practitioner" is used to describe persons who provide direct services to adults with learning disabilities. Practitioners can be tutors, teachers, program leaders, or volunteers.

These guidebooks specifically focus on adults who are either diagnosed as, or suspected of, having learning disabilities. On occasion, particularly for the sake of simplicity within tables and charts, the term "learner" is used to refer to adults who have, or may have, learning disabilities.

Because of the limited amount of research on programs and practices available for adults with learning disabilities, many of the practices referenced in these guidebooks represent best practices across the field of learning disabilities, and require translation for use in the adult community. Therefore, the terms "person with learning disabilities" or "individual with learning disabilities" imply that learning disabilities are a lifelong condition.

In some instances, again for simplicity, the abbreviation LD is used for learning disabilities, as in the term "LD-appropriate literacy services." When the term "accommodation" is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult who has been diagnosed with a learning disability to access and profit from the basic or essential services provided by a program. The term "adaptation" refers to the routine changes that a teacher makes during instruction to increase student learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners.

Finally, the term *Bridges* is frequently used to refer to the entire set of guidebooks in *Bridges to Practice*, and the term "guidebook" is used to refer to each of the five guidebooks included in the series.

Seizing the Opportunity!

A Call to Action

Adults come to literacy programs for a variety of reasons: they want to get a job or a better job; they want to help their children with their schoolwork; or they want to be able to read a newspaper or write a letter. In essence, they want to improve their lives. Many of these adults may only consider approaching a literacy program for help when faced with serious personal embarrassment, struggles with friends and family, or the imminent loss of employment. It takes great courage to face these fears and take those first steps to walk through the doors of a literacy program.

Literacy programs may view the provision of services for adults with learning disabilities as a problem or an impossible challenge, especially when faced with limited financial resources, limited or poorly designed professional development experiences, and a shortage of personnel. However, there is no shortage of caring or commitment on the part of literacy practitioners. They know first-hand the joys and rewards felt by learners who have met their goals. Most literacy programs and practitioners will welcome and seize the opportunity to improve services for learners, provided they can identify the necessary resources and tools.

One challenge for literacy programs and practitioners is to change their views about learning disabilities and the impact of learning disabilities on the provision of services to learners. Literacy programs cannot overlook the fact that their learners' real-life responsibilities and obligations, combined with a real history of failure, embarrassment, and fear, shape a set of conditions that require a significant amount of staff planning and creativity. They must thoroughly understand the circumstances which shape their actions to develop high-impact programs.

Shaping an Agenda

In 1994, the National Joint Committee on Learning Disabilities (NJCLD), an interdisciplinary consortia of organizations formed to review issues surrounding learning disabilities for educational and governmental agencies, identified the following eight issues that should be used to shape decisions about programming for adults with learning disabilities (National Joint Committee on Learning Disabilities, 1994):

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.

2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.
3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, pre-vocational preparation, and career counseling necessary for the development of adult abilities and skills.
4. Few professionals have been adequately prepared to work with adults who demonstrate learning disabilities.
5. Employers frequently do not have the awareness of, or sensitivity to, the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware of the issue, and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.
6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability, or may have resulted from past experiences with others unable or unwilling to accept, understand, or cope with the person's disabilities.
7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.
8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

In addition to these concerns identified by the NJCLD, adults with learning disabilities are frequently viewed as not having *real* disabilities and, as a result, are often not given access to information about their civil rights and about how to become their own advocates for these rights. Consequently, they are denied the information they need to bring about change for themselves and to take control of their lives.

An Agenda for Action

Improving the overall quality of how our society responds to adults with learning disabilities is a global issue which needs to be addressed by society in general. There are, however, unique responsibilities within the field of adult literacy. The field must acknowledge that it has a significant history of inaction and that there has been an absence of information about effective services for adults with learning disabilities. With this acknowledgment, program leaders can make a commitment to take the first step in carrying out a new agenda for radically changing current practices in literacy programs. This opportunity to change the lives of millions of adults cannot be missed.

Every literacy program in America can embark on an aggressive campaign to develop high-quality, high-impact literacy services for adults with learning disabilities. To do this, every literacy program should make the following commitments:

- **Understand, use, and demand more research-based practices.** When research is not available to guide practice, literacy programs should demand that federal or state funding be provided to develop practice, and thoroughly test the practices on adults with learning disabilities.

- **Believe that they can improve all literacy services by improving services for adults with learning disabilities.** Practices for serving adults with learning disabilities are based on the idea of providing explicit and structured instruction while honoring and building on the perspectives, knowledge, skills, and experiences of the individual. The process of understanding and then trying to achieve this balance is at the very heart of offering LD-appropriate literacy services.

- **View all those in literacy programs as having a high probability for having learning disabilities.** Not everyone enrolled in literacy programs has learning disabilities. However, most adults with low literacy skills are likely to have learning disabilities. Many of these individuals will not seek formal diagnostic testing to confirm a learning disability. Instruction that is appropriate to learning disabilities—whether or not a learning disability is confirmed—should be the rule rather than the exception in literacy programs. In addition, literacy programs should continuously consider, at all phases of an adult's participation in a program, whether confirmation of a *suspected* learning disability could provide civil rights protections that might have a positive impact on the adult's success in life.

- **Make the improvement of LD-appropriate literacy programs a top priority.** To create changes that are required, programs need to embrace policies and procedures that will ensure high-quality services for adults with learning disabilities. These policies include spending more time learning about learning disabilities, assessing learning problems, developing effective instructional plans, using high-quality instructional methods, and developing necessary community linkages.

- **Enlist private and public organizations to help shape a new system of thinking about civil rights and develop policies and services related to learning disabilities.** Changing current practice in literacy programs is only part of the solution. If literacy programs try to do this alone, their efforts will always be inhibited by resources, time, and the problems associated with transferring new knowledge and skills into the real world. They must develop links to the community that will ensure adequate resources, support, and follow-up. By making these connections, literacy programs can ensure that adults with learning disabilities can continue to be successful, not only in literacy programs, but in life in general.

How practitioners think and interact with adults with learning disabilities affects the adults in many ways, such as their ability to learn or their self-perception, hopes, fears, and accomplishments. Adults with learning disabilities sometimes have few allies to stand by them and champion their cause. Literacy practitioners are among the few professionals that adults with learning disabilities can turn to for help fighting the battles that they face every day of their lives.

Although their resources are few and their numbers small, literacy practitioners possess the greatest asset of all—relentless courage. They have nothing to lose and everything to gain by accepting this call to action to help improve the lives of millions of adults with learning disabilities.

Introduction to *Bridges to Practice*

The primary purpose of these guidebooks is to help literacy programs and practitioners provide services which are effective and appropriate to the needs of adults with learning disabilities. The use of *Bridges to Practice* should increase practitioners' understanding of adults with learning disabilities—their strengths and challenges—and directly help literacy practitioners to

- empower learners with an understanding of their learning disabilities and civil rights;
- collaborate with learners to select curriculum goals related to life needs (including how to advocate for civil rights);
- construct learning partnerships with adults that result in the use of more successful instructional approaches, effective instructional adaptations, and appropriate accommodations;
- develop and use community linkages to create and tap needed resources to enhance needed literacy services; and
- develop an understanding of the need for reforming the system of private and public services for learners in our communities and developing plans for achieving change.

These guidebooks can be used to expand a literacy program's vision of what to do immediately and in the future. When used in conjunction with approved professional development, these guidebooks can provide the stimulus for literacy programs to begin to address overall systems change, and thereby enhance the quality of services provided to adults with learning disabilities.

Intended Audience

These guidebooks are intended for use primarily by program leaders and persons responsible for the professional development of literacy practitioners. However, teachers, tutors, staff development directors, advisory board members, and other professionals from related agencies and the community might also find the information in these guidebooks useful.

Although the practices included in these guidebooks are based on research in learning disabilities, and are essential for ensuring the success of adults with learning disabilities, practitioners will find that many of the practices can be used with other adult learners who need intensive, explicit teaching. For example, these guidebooks were not specifically field-tested with, or designed for, practitioners who primarily serve individuals with limited English proficiency or English for speakers of other languages (ESOL) students, especially in the context of trying to pursue whether someone with limited English proficiency has a learning disability. However, the practices included in these guidebooks can significantly enhance instruction if they are woven into the services for these individuals.

These issues and others require that *Bridges* be used as part of a broad effort of program improvement that involves those who have knowledge of the practices included in *Bridges* and how to adapt them for specific program needs and development. To derive maximum benefit from these guidebooks, we encourage literacy program staff members to participate in the companion training program developed by the National ALLD Center.

Features

These guidebooks contain the following features:

- current information on learning disabilities in adulthood;
- consumer-based and researched standards applicable to screening instruments and instructional materials;
- a review of research-based information on planning for instruction and instructional methods for persons with learning disabilities;
- structures and activities for arranging professional development experiences;

- reviews of popular screening and instructional materials used across literacy programs; and
- tools for program staff to use in initiating changes to make their services more responsive to the needs of adults with learning disabilities.

There is a wealth of information presented in these guidebooks. They are intended as resources that can be used by literacy leaders and staff development specialists to improve professional development activities and practice. The information is presented in five guidebooks so that it can be used easily by various program personnel, depending on their responsibilities in their programs. For example, the program administrator, counselor, or other person responsible for managing student intake may find the guidebook on screening most useful. The teacher or tutor may find the guidebook on teaching methods and instructional materials most helpful. The staff development specialist may find greatest utility in the guidebook on providing training activities for and disseminating the guidebooks among program staff.

Research Basis

By presenting "best practices" throughout the series, *Bridges* emphasizes a research-based approach to developing literacy services which are appropriate to the needs of adults with learning disabilities.

Research and experience demonstrate that best practices in serving adult learners consist of making good decisions about how to help an individual learn. These decisions become the foundation for the adult learner's experience. Such decisions are made collaboratively with the adult learner from the first point of contact with literacy program staff. Determining what is important to learn, for example, is the basis of any further decision processes, from planning for instruction through evaluating performance and establishing new goals with the adult learner. The program's activities become best practice when they lead to efficient and effective attainment of that learner's goals.

There are best practices in serving adult learners all along the continuum of services from program entry to exit. For example, planning for instruction, teaching a skill or concept, and evaluating learner progress all have their best practices. There also are best practices for specific teaching skills and knowledge bases—for example, how spelling rules are taught or how multiplication tables are best learned.

A Guideline for Selecting Best Practices

Ellis and Fouts (1997) provide a valuable framework for a discussion about research-based best practices. They describe three levels of research:

- **Level 1 research** consists of basic or pure research studies on learning behaviors, usually conducted by researchers in laboratory or experimental settings, to establish that an idea or a theory has some validity.
- **Level 2 research** consists of studies, usually conducted by researchers, to determine if a theory or idea has some validity in educational settings when translated into programs or instructional methods.
- **Level 3 research** consists of studies that validate programs or instructional methods implemented by school- or district-based personnel working in educational settings.

The term best practices, as used in these in guidebooks, refers to educational programs and methods that are the result of Level 3 Research.

Many educational innovations are novel and interesting. In some cases, these interesting ideas may emerge as part of best practice. However, in many cases, these interesting ideas fail the test of research scrutiny. To be considered a *practice*, an innovation should at least have Level 2 research support showing its validity. To be recommended as *best practice*, an innovation should have a history of research at all three levels.

Research Databases Used for Selecting Best Practices

Many different sources were used to select best practices. Research reviews using meta-analysis methodology provided valuable information. Other sources of information included books, reviews, and publications listed in the Educational Resources Information Center (ERIC) and Psychological Abstracts. Unfortunately, because of the lack of studies involving adults, much of the research involved students with learning disabilities in secondary school settings. Overall, the selection process was based on the criteria described by Ellis and Fouts (1997).

Standards Developed for *Bridges to Practice*

The developers of *Bridges to Practice* used a three-step process to select the screening instruments and instructional materials that are mentioned in *Guidebook 2: The Assessment Process* and *Guidebook 3: The Planning Process.*

First, a standards-based review process was adopted. Sets of standards for evaluating screening and instructional materials were created, validated, and applied to existing materials. Literacy providers nominated the instruments and materials. Multiple reviewers evaluated materials and instruments using the standards. Authors and publishers of these instruments and materials were given an opportunity to respond to the reviews.

The standards-based review process has its origin in the goal-free model of program evaluation. This consumer approach was pioneered by Michael Scriven (1976). The model assume that the consumers (in this case, the literacy program staff) want to make the best possible choices among the many available screening instruments and instructional materials, and that the staff share at least some of the same concerns about making those decisions.

Second, a standards-based reform process was adopted. Because new instruments and materials would continue to be developed following the publication of *Bridges to Practice*, program leaders would require information about how to use the standards to independently evaluate and select practices for self-guided program improvement. Therefore, procedures were developed to help literacy leaders make selection decisions. *Bridges to Practice* is based on the idea that program staff will use the standards provided to stimulate goal setting, professional development activities, and systemic reform related to improving services to adults with learning disabilities.

Third, recommendations for research-based practices were based on broad research on learning disabilities. In the absence of research on adults with learning disabilities, recommendations were made related to practices validated with adolescents and young adults with learning disabilities. Research reviews clearly show that learning strategies, direct instruction, and mastery teaching promote accelerated academic improvement. Reviews of the research on these instructional materials are included in *Guidebook 3: The Planning Process.*

Components of an Effective Literacy Program

In providing literacy services to adults, effective programs typically engage in the following activities or services: 1) conducting intake interviews to determine the learner's interests and needs; 2) conducting academic placement testing to determine the learner's current knowledge and skills; 3) planning for instruction tailored to the needs of the learner by involving the learner in setting instructional goals and in selecting curricular materials; 4) individualizing instruction in the targeted goals; and 5) reviewing learner progress and reevaluating the learning plan. These services are represented in the model shown in Figure 1.

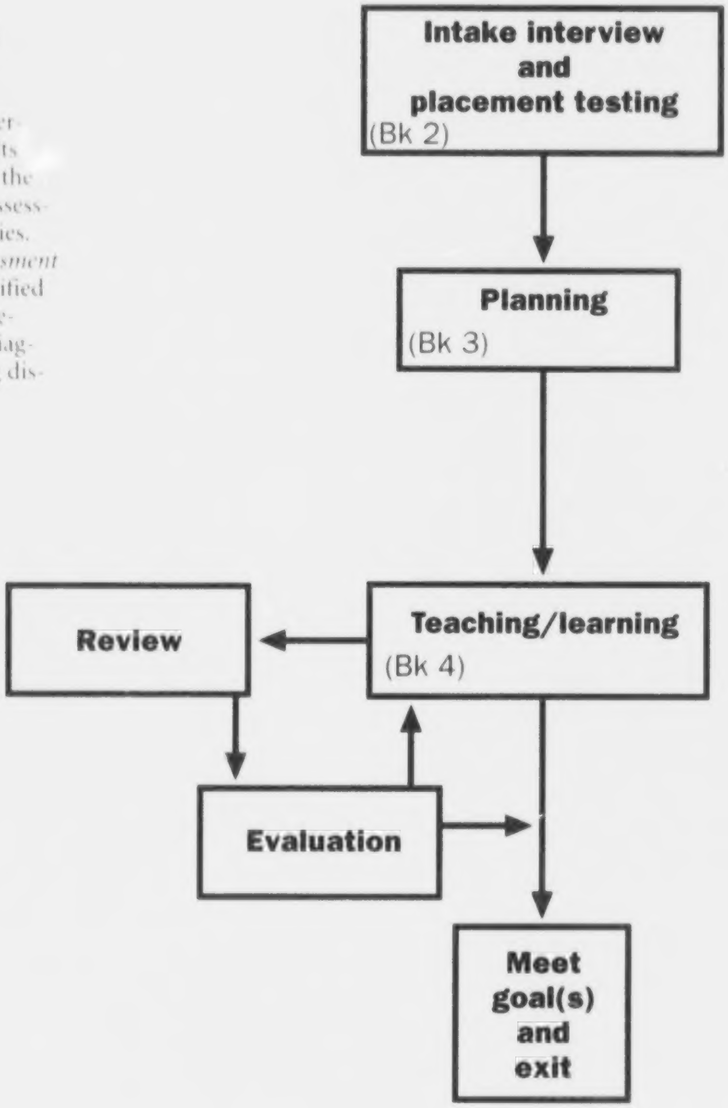
Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Teaching/learning
(Bk 4)
Review
Evaluation
Meet goal(s) and exit

FIGURE 1. MODEL OF ADULT LITERACY PROGRAM SERVICES

To make these program services appropriate for adults with learning disabilities, the model needs to include assessment of learning disabilities. In *Guidebook 2: The Assessment Process*, this figure is modified to include the optional elements of screening and diagnostic testing for learning disabilities.

Overview of *Guidebook 1*: *Preparing to Serve Adults with Learning Disabilities*

This is the first of the five guidebooks in the *Bridges to Practice* series. The purpose of the series is to help literacy programs and their practitioners (teachers, tutors, volunteers, and program leaders) learn how to develop or improve services to adults with learning disabilities.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

- Understanding Learning Disabilities
- Legal Issues Related to Adults with Learning Disabilities
- Systems and Program Change
- Resources for Learning

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Guidebook 1 is divided into four sections. The information included in these sections will help program staff answer the following questions:

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- What resources are available to program staff as they begin to address change in the provision of services to adults with learning disabilities?

Section 1: Understanding Learning Disabilities

This section presents information about the definition, characteristics and consequences of learning disabilities that can promote better understanding of learning disabilities among literacy practitioners. This section was developed around studies and research syntheses that have tried to capture the elusive characteristics of learning disabilities. Both cognitive and behavioral perspectives have been represented.

Section 2: Legal Issues Related to Adults with Learning Disabilities

This section presents legal issues related to learning disabilities and the rights and responsibilities of both the literacy program and the learner.

Section 3: Systems and Program Change

This section presents information about how to promote program and systems change related to services for adults with learning disabilities. *Bridges to Practice* was field-tested to determine how it might stimulate literacy programs to begin developing and implementing plans to change practice associated with learning disabilities. Programs participating in the field test completed a needs assessment, and staff developed goals and plans to improve program services. *Bridges to Practice* was then modified based on data collected in the field test. That change process, as refined through the field test, is reflected in these guidebooks.

Section 4: Resources for Learning

This section includes lists of state and national resources, toll-free numbers, and interesting web sites.

Bibliography

These suggested readings were selected by special education and adult education professionals during the field-test and review process of developing *Bridges to Practice.*

Glossary

The glossary can be used as a reference for all the *Bridges to Practice* guidebooks.

Understanding Learning Disabilities

Cautions When Using the Label "Learning Disabilities"

To discuss a disability, literacy programs need to have a common understanding of the disability. Coming to terms with a definition of learning disabilities is the first step in effectively serving adults who have learning disabilities. However, in defining this disability, literacy programs should consider the following cautions:

- Using labels can lead to stereotyping and thereby restrict opportunities for individuals.
- The learning disabilities label should not be used to direct society's view of a person.
- Describing a person's difficulties does not describe that person.
- The learning problems experienced by an adult should not become the characteristics that overpower other more positive features of his or her identity.
- A person's strengths are far more important than his or her weaknesses.
- The existence of learning disabilities should not be used as an excuse for lack of success.

Although literacy programs need to be cautious in defining learning disabilities, they also need to understand the potential advantages of recognizing learning disabilities. Because a learning disability is a disability recognized by federal law, the learning disabilities label can provide access to services that otherwise may be denied to an individual. Understanding one's learning disabilities can provide a new perspective on previous failures and learning difficulties, and can lead to obtaining valuable information about how to learn, perform, and advocate for rights and accommodations.

A Definition of Learning Disabilities

There are several definitions of learning disabilities used throughout the country by professional and advocacy organizations and service agencies. For these guidebooks the National ALLD Center has selected the definition of the National Joint Committee on Learning Disabilities (NJCLD) in its 1994 revision.

> Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1994, p. 16.)

This definition was selected because it

- reflects current information and issues associated with learning disabilities;
- allows for the presence of learning disabilities at any age; and
- has been accepted by a committee with broad representation in the learning disabilities community.

The NJCLD definition is presented below in an annotated format to help you interpret its meaning as applied to adults.

Learning disabilities may be manifested in a variety of ways and degrees of severity. In addition, these disabilities will influence success differently in different situations. Learning disabilities may also take the form of home and/or workplace literacy problems. While learning disabilities tend to be recognized mainly in educational settings, they are disabilities that truly have an impact on a person's whole life experiences.

NJCLD Definition	Application to Adults
Learning disabilities is a general term that refers to a heterogeneous group of disorders	There is neither one type of learning disability nor one profile for adults with learning disabilities. There are many different patterns of learning difficulties. For example, one adult may have a serious reading disability, while another may be able to read adequately, but not be able to communicate thoughts in writing.
manifested by significant difficulties	All individuals have strengths and weaknesses. Adults with learning disabilities have serious problems that affect some major functions in the home, community, or the workplace. For example, an adult may not be able to work at a preferred job because of lack of literacy skills related to learning disabilities.
in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.	Learning disabilities are specific in nature. Learning problems encompass one or more ability areas (e.g., reading or math) but do not necessarily include all ability areas. They do not represent simply a delay in development.
These disorders are intrinsic to the individual,	Learning disabilities are part of a person's makeup. They are not eliminated by changes in the environment, such as increased exposure to literacy events. Although a person can learn to deal effectively with a learning disability, the learning disability does not go away.
presumed to be due to central nervous system dysfunction,	Although most adults with learning disabilities will not have a medical diagnosis of a neurological disorder, the assumption is that there is some sort of difference or difficulty in how the brain works. Current research is shedding greater light on this area.
and may occur across the life span.	Learning disabilities may be uncovered at different stages of a person's life, depending on many factors. Some factors include: severity of the disorder; academic, vocational, and social setting demands; and educators' knowledge of learning disabilities. The symptoms change over time so that a learning disability in a 7-year old child looks different from that in the same person as an adult.

Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities	Some adults will have difficulty in self-control, perceiving social situations appropriately, and getting along with other people.
but do not by themselves constitute a learning disability.	The problems described in self-regulation, social perception, and interaction, although often present in adults with learning disabilities, also occur in persons with other disabilities, as well. There are many reasons for these types of problems other than underlying learning disabilities.
Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance)	A learning disability may be present with other disorders, but these conditions are not the cause of the learning disability. For example, an adult may have a hearing loss along with a learning disability, but the hearing loss is not the cause of the learning disability. Also, learning disabilities are not related to low intelligence. In fact, most people with learning disabilities are average or above average in intelligence, but the impact of the disability may impair their ability to function well in school or the workplace.
or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.	Although learning disabilities are not the result of inadequate schooling or opportunity to learn, they are often exacerbated by these factors. For example, individuals with learning disabilities sometimes have fewer opportunities to learn; they tend to be challenged less by their teachers and parents. Therefore, by the time individuals with learning disabilities become adults, they are further behind than their learning disabilities would predict.

Other Definitions of Learning Disabilities

There are several other definitions of learning disabilities that have been accepted by educators, federal agencies, advocacy groups, and/or professional organizations. The 1977 U.S. Office of Education's definition provides the basis for determining learning disabilities among school-age children. The Learning Disabilities Association of America's definition reflects the views of one of the largest advocacy groups for learning disabilities in the country. The definition of the Interagency Committee on Learning Disabilities is used by federal agencies on the committee, with the exception of the U.S. Department of Education. The definition developed by the National Joint Committee on Learning Disabilities is acceptable to most advocacy and professional organizations. And, finally, the definition of the Rehabilitation Services Administration is one of few attempts to formulate a definition that focuses on work. (For each of these definitions, refer to Appendix A). Although each definition varies somewhat, based on its intended purpose, common elements include:

- The cause for learning disabilities is a problem in the central nervous system.
- Learning disabilities can be present at any age.
- Problems understanding spoken or written language can be caused by learning disabilities.

It is important to recognize that definitions of learning disabilities have been developed not only to clarify the nature of the disability, but to determine who is eligible for certain services. For example, 5% of the school-age population has learning disabilities under the definition and standards set under Individuals with Disabilities Education Act (IDEA) PL 105-17. However, research supported by the National Institutes for Health (NIH) has found that 15–20% of the population may have reading disabilities.

In the adult arena, the Rehabilitation Services Administration definition deals more with which adults qualify for services, as opposed to which adults have learning disabilities. Therefore, someone may have learning disabilities as an adult, but may not qualify for vocational services through the state.

How are Learning Disabilities Related to Dyslexia?

Dyslexia is a common form of learning disability and a commonly misunderstood term. Dyslexia usually does not involve seeing or reading words backwards. Rather, it refers to problems in learning to read, write, and spell. The International Dyslexia Association has proposed the following definition:

> Dyslexia is one of several distinct learning disabilities. It is a specific language-based disorder of constitutional origin characterized by difficulties in single word decoding, usually reflecting insufficient phonological processing. These difficulties in single word decoding are often unexpected in relation to age and other cognitive and academic abilities; they are not the result of generalized developmental disability or sensory impairment. Dyslexia is manifest by variable difficulty with different forms of language, often including, in addition to problems in reading, a conspicuous problem with acquiring proficiency in writing and spelling.

Dyslexia is *not*

- a problem related to intelligence,

- a vision problem, or
- outgrown.

Characteristics of an individual with dyslexia include:

- deficits in phonological processing;
- unexpected difficulties with single word decoding; and
- conspicuous problems in reading, writing, and spelling.

It is important to remember that many individuals with dyslexia can learn to read and write, given the appropriate supports.

Individuals with dyslexia are not alike; each individual may have different strengths, weaknesses and instructional needs. Individuals with dyslexia may be highly successful when learning skills unrelated to language.

Introduction to Case Studies: Alex and Delia

To illustrate how learning disabilities can affect adults, these guidebooks follow two typical adults with histories of learning problems—Alex and Delia.

Alex's learning disabilities were diagnosed when he was in elementary school, but he did not receive the assistance he needed. Delia's learning disabilities were never recognized while she was in school and she also did not receive the instruction that she needed. We meet Alex and Delia as they enter a literacy program. The remaining *Bridges* guidebooks then follow these adults through the screening, planning, and instructional processes.

The use of real-world examples of adults with learning disabilities to illustrate the practices described in these guidebooks can help create a vision for literacy programs of how information can be coordinated to develop a comprehensive approach to addressing the unique needs of adult learners who may have learning disabilities.

MEET ALEX

Alex is 28 years old. He came to the Community Literacy Center (CLC) because he recently married and his wife encouraged him to seek help. He is about to become a father and he wants to learn to read and write so that he can be a better husband, father, and provider for his family.

When Alex was in elementary school, he was told that he had a learning disability. This led to a diagnosis of a reading disability during 4th grade, but there were few efforts made to provide the type of instruction he needed. As Alex got older, accommodations were not provided to reduce the impact of his learning disability. Alex attended a vocational high school, working in the foods and catering program, but he dropped out in 11th grade. He was frustrated with academia throughout his school years and reported hating school. In his initial interview at the center, Alex said, "I couldn't do the work, so I cheated." He wasn't shown how accommodations could help him in school or the workplace. He was a good baseball player and both his high school coach and his special education teacher helped him with his schoolwork. He remembers getting into trouble a lot for skipping classes and not completing his work.

After dropping out in 11th grade, Alex felt that he had no direction. Continuing his education was not a choice because of his poor reading skills and lack of information about available accommodations. Even if further schooling were a possibility, he would not consider that route. Six months after he dropped out of school, Alex still had no plan and no job; he decided to "thumb" his way across the country. He held odd jobs here and there, but he was always frustrated. He also seemed to have trouble interacting with others, including co-workers. He would eventually quit each job and move to another place, hoping to "find himself."

Finally, his mother helped him get an apartment above a day care center/preschool. He cleaned the school in exchange for rent. When no one was around, he attempted to read the books on the shelves he cleaned.

Presently, Alex is working at a local fast food restaurant. He feels that his life is improving. He is happy about being a husband and father. He now wants to get a better job, or at least become the assistant manager at his current job.

MEET DELIA

Delia is a 47-year-old woman who was referred to the CLC after she confided to a co-worker that she wanted to "do something different" at work.

Delia can remember having reading difficulties in first grade; she was in the lowest reading group. She would look at the pictures and guess at the words. She enjoyed hearing the teacher read to the group, but was embarrassed when it was her turn to read aloud. She noticed her classmates were becoming more fluent, yet she kept stumbling. As she got older, it was difficult for her to read the science and history books because of all the "big words"; her grades were often below a C level.

Because junior high school was particularly difficult for her and she was increasingly frustrated, Delia dropped out in 9th grade. Bored, she felt she simply "wasn't getting it." Delia reported that she had a lot of trouble spelling and didn't like to write. She said "no" when asked if she had received additional help for her problems in school.

Currently, Delia takes the bus to her job at Green Thumb Nursery, where she pots plants and tends the plant stock. Despite her warm smile and good social skills, she is frustrated with doing the same things at work day after day. She doesn't want to leave her job, but she would like to be able to do some different tasks, which might include reading labels, writing reports, etc. She wants better opportunities at the nursery, and she believes that this will be possible if she can improve her reading and writing skills.

Recently divorced, she is generally happy with the quality of her life and her relationship with her two teenage children. However, Delia realizes the need for a better paying job; so far she has been unable to take advantage of opportunities to advance at the nursery because of her limited reading and writing skills. Delia shared this information with the CLC's receptionist, who then made an appointment with Joel, the literacy coordinator.

Alex and Delia are representative of many of the adults who enroll in literacy programs, hoping to improve their reading and writing skills and thereby improve the quality of their lives. There are many more adults with learning disabilities who differ from Alex and Delia in important ways. Each adult learner is unique; each will have his or her own learning strengths and weaknesses. But, regardless of who the learners are or how their learning disabilities affect their lives, they are individuals who struggle daily to be successful.

Characteristics of Adults with Learning Disabilities

There is no single cause of learning disabilities and, therefore, no single set of characteristics. When considering adults with learning disabilities, it is important to recognize that a wide range of learning, social, and behavioral characteristics exist. Although these characteristics are not directly related to a lack of training or experience, a learning disability may have prevented an individual from profiting from these sources of information.

It is common to describe the specific problems encountered by adults with learning disabilities, but it is equally important to note the positive characteristics of each person in order to increase the likelihood of success, not only in literacy programs, but in life in general. It is also important to understand that no individual will demonstrate all the characteristics associated with learning disabilities. In addition, individuals without learning disabilities may on occasion demonstrate some of these characteristics.

Adults with learning disabilities can be and often are successful when their disability is recognized. Therefore, understanding the characteristics of learning disabilities should be approached by literacy programs as an opportunity to change perceptions and actions that could contribute to the needless failure of many adult learners.

The following characteristics are organized by deficit area: reading, writing, listening, speaking, mathematics, thinking, and "other."

Reading Difficulties

The most prominent characteristic associated with learning disabilities is difficulty in learning to read. The term "dyslexia" is often used to denote a reading problem, although in reality it is a disorder that interferes with the acquisition and processing of language and affects a variety of performance areas (refer to pages 15-16 for a definition of dyslexia). In addition to the characteristics associated with dyslexia, an individual with learning disabilities may demonstrate some or most of the following reading characteristics:

Characteristics of Reading Difficulties	**Examples**
Does not read for pleasure	▸ Engages in leisure activities other than reading magazines or books, claiming to prefer pursuits that are more active ▸ Does not read stories to his or her children
Does not use reading to gather information	▸ Cannot easily use materials like newspapers and classified ads to obtain information
Has problems identifying individual sounds in spoken words	▸ Does not attempt to sound out words in reading or does so incorrectly
Often needs many repetitions to learn to recognize a new or unused word	▸ May encounter a newly learned word in a text and not recognize it when it appears later in that text
Relies heavily on context to read new or unused words	▸ When attempting to decode a word, says a word that may make sense in the text but may not be related phonologically (for example, from context guesses "car" when the word is actually "automobile")
Oral reading contains many errors, repetitions, and pauses	▸ Reads slowly and laboriously, if attempts to read at all ▸ May refuse to read orally
Efforts in reading are so focused on word recognition that they detract from reading comprehension	▸ Loses the meaning of text but understands the same material when it is read aloud
Has problems with comprehension that go beyond word recognition; may have limited language skills that affect comprehension	▸ Does not understand the text when it is read to him/her
Has limited use of reading strategies; is an inactive reader, not previewing text, monitoring comprehension, or summarizing what is read	▸ When prompted to do so, does not describe strategies used to assist with decoding and comprehension of text
Practices reading rarely, which may compound reading difficulties; lacks complex language and word knowledge	▸ Recognizes and uses fewer words, expressions, and sentence structures than peers

Writing Difficulties

Many individuals with learning disabilities have difficulties with written expression. These problems often are found in combination with reading and spoken language difficulties. Writing difficulties often continue after other learning problems have been resolved. "Dysgraphia" is a term sometimes used to refer to writing problems. An individual with learning disabilities may demonstrate some or all of the following characteristics in writing:

Characteristics of Writing Difficulties	Examples
Has difficulty communicating through writing	▸ Rarely writes letters or notes ▸ Needs help completing forms such as job applications
Written output is severely limited	▸ Struggles to produce a written product ▸ Produces short sentences and text with limited vocabulary
Writing is disorganized	▸ Omits critical parts or puts information in the wrong place ▸ Writing lacks transition words
Lacks a clear purpose for writing	▸ Does not communicate a clear message ▸ Expresses thoughts that do not contribute to the main idea
Does not use the appropriate text structures	▸ Uses sentences that contain errors in syntax or word choice ▸ Fails to clearly indicate the referent of a pronoun
Shows persistent problems in spelling	▸ Spells phonetically ▸ Leaves out letters ▸ Refrains from writing words that are difficult to spell
Has difficulties with mechanics of written expression	▸ Omits or misuses sentence markers, such as capitals and end punctuation, making it difficult for the reader to understand the text
Handwriting is sloppy and difficult to read	▸ Has awkward writing grip or position ▸ Letters, words, and lines are misaligned or not spaced appropriately
Demonstrates difficulties in revising	▸ Is reluctant to proofread or does not catch errors ▸ Focuses primarily on the mechanics of writing, not on style and content

Listening Difficulties

Individuals with learning disabilities also may have problems with the processing of oral language. An individual with learning disabilities may demonstrate some or all of the following characteristics in listening:

Characteristics of Listening Difficulties	**Examples**
Has problems perceiving slight distinctions in words	▶ Misunderstands a message with a word mistaken for a similar word (for example, misunderstands "Pick up the grass" for "Pick up the glass")
Has a limited vocabulary	▶ Recognizes and uses fewer words than peers when engaged in conversation or when gathering information by listening
Finds abstract words or concepts difficult to understand	▶ Requests repetitions or more concrete explanations of ideas ▶ Frequently asks for examples
Has difficulty with nonliteral or figurative language, such as metaphors, idioms, and sarcasm	▶ Does not understand jokes or comic strips
Confuses the message in complex sentences	▶ May eat lunch first if given the direction, "Eat lunch after you take this to the mailroom."
Has difficulty with verbal memory	▶ Does not remember directions, phone numbers, jokes, stories, etc.
Has difficulty processing large amounts of spoken language	▶ Gets lost listening in group presentations, complaining that people talk too fast

Speaking Difficulties

An individual with learning disabilities may have problems producing oral language. These may include one or more of the following characteristics in speaking:

Characteristics of Speaking Difficulties	**Examples**
Mispronounces words	▶ Adds, substitutes, or rearranges sounds in words, as in phemomenon for phenomenon or Pacific for specific
Uses the wrong word, usually with similar sounds	▶ Uses a similar-sounding word, like generic instead of genetic
Confuses the morphology, or structure of words	▶ Uses the wrong form of a word, such as calling the Declaration of Independence the Declaring of Independence
Has a limited vocabulary	▶ Uses the same words over and over in giving information and explaining ideas ▶ Has difficulty conveying ideas
Makes grammatical errors	▶ Omits or uses grammatical markers incorrectly, such as tense, number, possession, and negation
Speaks with a limited repertoire of phrase and sentence structure	▶ Uses mostly simple sentence construction ▶ Overuses and to connect thoughts
Has difficulty organizing what to say	▶ Has problems giving directions or explaining a recipe; talks around the topic (circumlocutes) but doesn't get to the point
Has trouble maintaining a topic	▶ Interjects irrelevant information into a story ▶ Starts out discussing one thing then goes off in another direction without making the connection
Has difficulty with word retrieval	▶ Cannot call forth a known word when it is needed and may use fillers, such as um, and you know ▶ May substitute a word related in meaning or sound as in boat for submarine or selfish for bashful ▶ May use an "empty word," such as thing or stuff ▶ May describe rather than name, as in a boat that goes underwater or describe a submarine
Has trouble with the pragmatic or social use of language	▶ Does not follow rules of conversation such as turn-taking ▶ Does not switch styles of speaking when addressing different people

Mathematics Difficulties

In some instances, individuals with learning disabilities have normal or above-normal mathematics skills. For others, mathematics is the primary area of disability or an area of disability in addition to other problems, such as reading disabilities. "Dyscalculia" is a term occasionally used to refer to problems in mathematics. An individual with learning disabilities may have one or more of the following characteristics:

Characteristics of Mathematics Difficulties	**Examples**
Does not remember and/or retrieve math facts	▶ Uses a calculator or counts on fingers for answers to simple problems (e.g., 2 x 5)
Does not use visual imagery effectively	▶ Cannot do math in his or her head and writes down even simple problems ▶ Has difficulty making change
Has visual-spatial deficits	▶ Confuses math symbols ▶ Misreads numbers ▶ Doesn't interpret graphs or tables accurately ▶ Has trouble maintaining a checkbook.
Becomes confused with math operations, especially multi-step processes	▶ Leaves out steps in math problem-solving or does them in the wrong order ▶ Cannot do long division except with a calculator ▶ Has trouble budgeting
Has difficulties in language processing that affect the ability to do math problem solving	▶ Does not translate real-life problems into the appropriate mathematical processes; avoids employment situations that involve this set of skills

Thinking Difficulties

Although adults with learning disabilities do not have global difficulties in thinking, they may have specific problems in cognitive processing. These may include one or more of the following characteristics:

Characteristics of Thinking Difficulties	**Examples**
Has problems with abstract reasoning	▸ Asks to see ideas on paper ▸ Prefers hands-on ways of learning new ideas
Shows marked rigidity in thinking	▸ Resists new ideas or ways of doing things and may have difficulty adjusting to changes on the job
Thinking is random, as opposed to orderly, either in logic or chronology	▸ May have good ideas which seem disjointed, unrelated, or out of sequence
Has difficulty synthesizing ideas	▸ Pays too much attention to detail and misses the big picture or idea when encountering specific situations at home or at work
Makes impulsive decisions and judgments	▸ "Shoots from the hip" when arriving at conclusions or decisions; does not use a structured approach to weigh options
Has difficulty generating strategies to acquire/use information and solve problems	▸ Approaches situations without a game plan, acting without a guiding set of principles

Other Difficulties

An individual with learning disabilities may have problems in addition to those listed above. These may include one or more of the following characteristics:

Characteristics of Other Difficulties	**Examples**
Has problems with attention, which may be accompanied by hyperactivity, distractibility, or passivity	▶ Does not focus on a task for an appropriate length of time ▶ Cannot seem to get things done ▶ Does better with short tasks
Displays poor organizational skills	▶ Does not know where to begin tasks or how to proceed ▶ Does not work within time limits, failing to meet deadlines ▶ Workspace and personal space are messy
Has eye-hand coordination problems	▶ Omits or substitutes elements when copying information from one place to another, such as invoices or schedules
Demonstrates poor fine motor control, usually accompanied by poor handwriting	▶ Avoids jobs requiring manipulation of small items ▶ Becomes frustrated when putting together toys for children
Lacks social perception	▶ Stands too close to people when conversing ▶ Does not perceive situations accurately; may laugh when something serious is happening or slap an unreceptive boss on the back in an attempt to be friendly
Has problems establishing social relationships; problems may be related to spoken language disorders	▶ Does not seem to know how to act and what to say to people in specific social situations and may withdraw from socializing
Lacks "executive functions," including self-motivation, self-reliance, self-advocacy, and goal-setting	▶ Demonstrates over-reliance on others for assistance or fails to ask for help when appropriate ▶ Blames external factors on lack of success ▶ Does not set personal goals and work deliberately to achieve them ▶ Expresses helplessness

Consequences of Learning Disabilities for Adults

The consequences of learning disabilities for adults can be both positive and negative. From a positive point of view, a learning disability can lead to experiences that allow an individual to look at the world from novel perspectives, and can enhance his or her life-skill repertoire. From a negative point of view, society's inability to see differences as an asset instead of a liability can seriously impede an individual's success in life.

Possible Positive Consequences

PROBLEM-SOLVING SKILLS

Adults with learning disabilities often seek creative solutions that are "outside the box" and can come up with imaginative answers to difficult problems.

OUTGOING PERSONALITY

As a result of their history of failure, many adults with learning disabilities can develop gregarious personalities to help hide their learning problems.

STRONG COMPENSATORY SKILLS

Individuals with learning disabilities often compensate for literacy deficits by developing strong skills in other areas. These skills may include proficiency in the use of computers or other focused abilities in limited areas.

EMPATHY

Because they can relate to the pain of failure, adults with learning disabilities can often provide strong emotional support to others going though crisis.

PERSISTENCE

Persistence is a hallmark of many adults with learning disabilities who have refused to give up despite their difficulties and frustrations. If channeled appropriately, this experience can contribute to an active sense of dedication and purpose.

Possible Negative Consequences

RESTRICTED EDUCATIONAL OPPORTUNITIES

Educational experiences are frequently not designed to address the needs of individuals with disabilities. Therefore, these experiences may not be rewarding. For many reasons, including inappropriate instruction, adults may experience repeated failures. Many adults may have dropped out of school before graduation because the system did not meet their needs. Even those adults who complete high school are not likely to go on to college or other types of postgraduate education because they have formed the belief that continued education has nothing to offer them.

LIMITED VOCATIONAL OPTIONS

Individuals with learning disabilities may have difficulty finding and keeping a job. Limited literacy skills, among other factors, may lead adults to limit their choices of employment. Success in certain jobs may be restricted because employers do not understand learning disabilities and their legal obligations to provide appropriate accommodations. Furthermore, given the limited understanding of learning disabilities in the workplace, adults with learning disabilities may be less likely to obtain accommodations for their disabilities than adults with other disabilities.

ISOLATION

When individuals with learning disabilities are school age, the inability of schools to promote a positive understanding of learning disabilities among both teachers and students may result in problems with making and keeping friends. The inability of schools to address communication and social skill problems at an early age may affect their lives as adults, keeping them isolated at work and in the community. Such isolation may contribute to feelings of loneliness.

POOR SELF-CONCEPT

Unfortunately, most organizations in our society view learning disabilities as a problem rather than an opportunity. As a result, individuals with learning disabilities may be made to feel inadequate and incapable, resulting in poor self-concepts. These feelings can be reinforced by the negative reaction of people who do not understand learning disabilities. These difficulties may cause rejection and withdrawal and may result in difficulties forming friendships.

DISSATISFACTION WITH LIFE

No matter how successful, individuals with learning disabilities may be misunderstood and made to feel that their differences are a burden on others. As a result of difficulties in school, relationships, and the workforce, they may be unhappy with their life achievements and opportunities, and they may not know how to go about changing the quality of their lives.

EMOTIONAL OVERLAY

When social organizations do not know how to address the needs of individuals with learning disabilities, a repeated failure cycle (beginning with a lack of academic achievement) may lead to a poor self-concept, a lack of motivation to learn, and increased frustration and anxiety. These factors may limit the willingness of adults to take risks, and can increase their vulnerability. If organizations, families, and friends persist in setting up conditions that lead to failure, individuals with learning disabilities may have difficulties in controlling their tempers and actions.

SOCIAL STIGMAS

Social organizations have a history of punishing those who do not fit. As a result, many adults may be unwilling to admit their difficulties and seek assistance. This unwillingness to ask for help may be due to a fear of failure, ridicule, or not being believed. As a result, adults with learning disabilities may develop negative coping skills and strong reactions of avoidance.

LIMITED AWARENESS OF RESOURCES AND RIGHTS

Only recently have educational organizations placed an emphasis on teaching individuals who have learning disabilities. As a result, adults with learning disabilities may not understand the nature of their disability, and may not have received the information, support, or guidance they need to assist them in educational programs. Adults may not know about their rights, community resources, and educational opportunities that can support their efforts. Consequently, adults may develop fears about learning and feelings of being out of control.

INEFFECTIVE STRATEGIES

Learning occurs everywhere, not just in schools. Opportunities for learning occur in the workplace, at home, with friends, and across many community settings. It is common, when faced with problems and learning challenges, to develop strategies for attacking problems and tasks. However, when no or poor guidance is provided about how to attack problems, ineffective and inefficient strategies may develop.

Because many adults with learning disabilities have not been taught how to approach tasks, they may develop strategies that are only partially successful. In addition, the learning strategies they have developed on their own may be not be effective in every situation. However, because the strategies have become a habit and have led to some success, adults with learning disabilities may be reluctant to change or abandon their strategies. Their fear of failure may make them reluctant to take risks or try new strategies that may help them be more successful. To protect themselves, they may be defensive and avoid situations that could cause them to "fail" again.

Increasing the Success of Adults with Learning Disabilities

Much has been written about the failure of adults with learning disabilities, but it is important to stress that they can achieve their goals. Perhaps every adult with learning disabilities will learn to read and write well. However, with the use of appropriate instruction, far more adults can be successful than in the past.

Recent research shows that there are several avenues for adults with learning disabilities to achieve success. Gerber, Ginsberg, and Reiff (1992) and Reiff, Gerber, and Ginsberg (1997) studied the factors that increase the likelihood of success in adults with learning disabilities. Their research shows that adults with learning disabilities can achieve success if they

- recognize the full extent of their learning disability;
- understand what their specific learning disability is, and how it is manifested in the variety of environments in adult life;
- accept the full range of strengths and challenges associated with their learning disability; and
- develop a plan consistent with the strengths and challenges in order to attain the goals.

Gerber et al. have identified three "internal" components for success and four "external" components that interact with each other to facilitate success. The internal components for success are (1) desire to succeed, (2) goal setting in order to focus energy, skill, and time, and (3) positively reframing the learning disability (in essence, celebrating noted strengths while trying to mitigate or bypass weaknesses).

The four external components for success are (1) persistence, (2) finding a "goodness of fit" (how strengths match up to the challenges of the workplace or other adult environments), (3) learned creativity (using problem-solving skills to adapt to the task or environment, or vice versa), and (4) social ecologies (using social skills to call on a network of social support to accomplish tasks and/or goals).

Bridges to Practice has been written, in part, to help staff in literacy programs to develop policies and procedures which will help adults with learning disabilities to increase their likelihood of success in the areas listed above. However, the first step in helping adults to be successful is to change the way literacy program staff think about learning disabilities. The problems faced by adults with learning disabilities frequently can be attributed to social attitudes about being different.

Literacy programs should be designed with a positive view toward the success of adults with learning disabilities. To accomplish this, program leaders must ensure that disabilities and their impact are widely recognized and positively accepted by practitioners and clients. They also should strive to create a program that forges a partnership with adults with learning disabilities to facilitate their success. The research on the characteristics of successful adults with learning disabilities described earlier points to the following elements that should be part of a literacy program's design:

- an assessment process that is sensitive to learning disabilities and results in information that can be used to understand learning disabilities, access rights, and receive appropriate instruction and accommodations;
- instruction that is appropriate for adults with learning disabilities;
- curriculum opportunities that offer information that adults need to know to be successful across a variety of life situations;
- instruction in legal rights;
- provision of accommodations during instruction related to specific learning disabilities;
- links to other community services to best meet the needs of the adult with learning disabilities;
- provision of continuous ongoing quality professional development opportunities for all program staff, incorporating information on current research on learning disabilities; and
- continuous monitoring of progress leading to improvement of services to adults with learning disabilities.

Determining When to Disclose One's Learning Disabilities

Self-disclosure is a critical issue for adults with learning disabilities. An adult may find it helpful to reveal his or her learning disability for many reasons, including the following:

- It may be needed so that the adult can access rights provided by Section 504 and the ADA. These laws protect only those adults who have documented disabilities.
- It helps provide a context for employment, community involvement, and personal relationships. Self-disclosure can help employers, colleagues, and family members better understand and support the efforts of adults with learning disabilities.
- It can be a mechanism for establishing independence that is central to the adult years. Adults who disclose their learning disabilities in appropriate contexts can gain the kind of counsel and assistance that will allow them to function in more self-sufficient ways.
- It is consistent with the concept of empowerment for people with disabilities. Openness about one's learning disabilities can demonstrate self-acceptance, a growing self-esteem, and a willingness to take charge of one's own life.
- It requires introspection, which is key to an adult's ability to adjust to a variety of environments and circumstances.
- It is part of the larger picture of self-advocacy. Adults who are able to reveal their learning disabilities are more likely to be able to speak out in their own behalf and to persist in getting the services and assistance that are within their rights.

Although the benefits of self-disclosure can be great, there are also risks. How and when to self-disclose is a matter of real importance, and it is crucial for adults with learning disabilities to think through the many issues involved. Adults considering self-disclosure need to understand what learning disabilities are in general and specifically how they themselves are affected. They need to understand the difference between learning disabilities and mental retardation so that they can deal with the tendency to confuse the two conditions. Most importantly, the adult with learning disabilities should know that the decision to self-disclose is his or hers alone.

SECTION 2

Legal Issues Related to Adults with Learning Disabilities

A learning disability that substantially limits a major life activity is a disability protected by federal and state laws, just as is a physical or sensory disability. Accordingly, the legal rights of qualified adults with learning disabilities become an important consideration for them and for the programs and practitioners serving them. However, in order for adults with learning disabilities to assert their rights, they must provide legal documentation of their learning disabilities. This documentation should include a diagnosis by a qualified professional, a description of the disabilities' impact on the individual's functioning, and recommendations for specific accommodations.

Adults often also need to learn how to become advocates for their rights. The characteristics of a good self-advocacy curriculum are described in *Guidebook 3: The Planning Process*. In addition, the bibliography in *Guidebook 1* lists further resources that address this important topic for adults who may benefit from self-advocacy training.

The information provided in this section is an overview of the legal issues surrounding the topic of disabilities. It is intended to provide an awareness of legal terminology and a basis for continuing further investigation and study.

A Learning Disability is a "Disability"

The Americans with Disabilities Act of 1990 (PL 101-336) defines an individual with a disability as a person who

- has a physical or mental impairment that substantially limits one or more "major life activities";
- has a record of such an impairment; or
- is regarded as having such an impairment.

Specific learning disabilities are examples of mental impairments. Major life activities include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, **learning**, and working. Thus, an individual who has a learning disability may be entitled to certain rights and responsibilities. Legal protections exist for individuals with disabilities to ensure equal opportunity. Because rights and responsibilities are mandated, equal opportunity is guaranteed and not just expected.

Important Federal Laws

Much of the progress made in assuring civil rights protections for adults with learning disabilities has been achieved by guarantees provided for in federal law. The legal rights concerning learning disabilities are found in the Individuals with Disabilities Education Act (IDEA) of 1997 (PL 105-17, formerly PL 94-142), the Americans with Disabilities Act, as well as in Section 504 of the Rehabilitation Act of 1973 (PL 93-112).

Individuals with Disabilities Education Act (IDEA) of 1997 (PL 105-17)

IDEA is an education law that applies to young people with disabilities from birth to 21 years of age (defined as up to the 22nd birthday) who require special education and related services. The sections pertaining to school-age students also apply to young adults under the age of 22 who have not obtained a regular high school diploma. All education programs that receive federal funds, which includes all public schools, must adhere to the provisions of this law.

Rehabilitation Act of 1973 (PL 93-112), Section 504

Section 504 of the Rehabilitation Act states that "No individual with a disability in the United States shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or any program or activity conducted by an Executive agency." A "program or activity" is defined as including all of the operations of a local educational agency, system of vocational education, or other school system. Section 504 applies to entities that receive federal funds.

Americans with Disabilities Act (ADA) (PL 101-336)

This federal legislation requires that "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity or be subjected to discrimination by any such entity."

The ADA is divided into five sections (known as "titles"):

- Title I prohibits employment discrimination.
- Title II deals with discrimination in public settings.
- Title III protects the rights of persons with disabilities in privately operated settings.
- Title IV requires telephone companies to install telecommunications relay services for persons with speech and hearing impairments.
- Title V includes a number of miscellaneous provisions.

Title II mandates that a public entity, including its educational programs, shall make reasonable modifications to policies, practices, or procedures when modifications are necessary to avoid discrimination on the basis of a disability. Title II also requires the provision of accessible facilities and auxiliary aids and services by public programs. Title III generally applies to private schools or other places of education, but does not apply to religiously controlled educational entities.

Rights and Responsibilities of Learners with Disabilities

Students with disabilities

- have the **right** to participate in educational programs without discrimination;
- have the **right** to reasonable accommodations in courses and examinations;

- have the **responsibility** to identify themselves as having a disability and request specific accommodations in a timely fashion; and
- have the **responsibility** to provide documentation concerning their disabilities and the need for accommodations.

Rights and Responsibilities of Literacy Programs

Literacy programs that enroll adults with documented disabilities are **responsible** for ensuring that the courses and examinations are accessible, and for providing reasonable accommodations in the delivery of course materials and in examinations.

Literacy programs have the **right** to identify and establish the abilities, skills, and competencies fundamental to its academic programs and courses, and to evaluate each learner's performance on this basis.

Legal Implications of Serving Adults with Learning Disabilities

Literacy programs may not discriminate against individuals with disabilities when admitting them to a program or providing them with services. When providing services, literacy programs must offer accommodations that will assist adults with learning disabilities to have an equal opportunity to participate in the program.

Adults with disabilities have the right to not be discriminated against when participating in literacy programs. Adults with disabilities also have a right to choose whether to disclose their disability status. If adults expect disability-related accommodations, they have the responsibility to make their disabilities known, to provide appropriate documentation, and to request specific accommodations.

Literacy programs must provide "reasonable accommodations" to qualified persons with disabilities. Reasonable accommodations (sometimes called auxiliary aids and services) are accommodations that make the program accessible to the individual with a disability. Such accommodations must be afforded to a qualified individual with a disability unless the service provider can demonstrate that the accommodation would impose undue hardship on the literacy programs, or constitute a substantial alteration in the nature of the program.

Examples of accommodations that educational programs may provide for adults with learning disabilities, depending on the particular disability and need for accommodation, include, but are not limited to:

- extended time for completing tests;
- books on tape;
- reduced visual or auditory distractions, such as a private room for tests;
- auxiliary aids and assistive technology, such as calculators, highlighters, and computers;
- large-print materials;
- alternative format for instructions, such as audiotaped instructions in addition to printed instructions for taking a test; and
- note takers.

With specific regard to the General Educational Development (GED) Tests, the following are the principal accommodations indicated as allowable by the GED Testing Service, subject to verification of documented disabilities:

- an audiocassette edition of the test with printed reference copy and extra time for completion;
- use of a scribe;
- extended time for completing the test;
- use of a calculator;
- frequent breaks with or without extended time;
- a private room; and
- a large-print test edition.

Frequently Asked Questions About Legal Issues

Why do literacy providers need to share legal information with learners?

Literacy providers need to understand the legal rights of learners with disabilities and share this information with learners so that together they can make informed decisions which will both facilitate learning and help learners meet with success. This knowledge can provide the basis for setting realistic expectations on the part of learners so that they can make appropriate requests for assistance. It also can help program providers deliver the types of literacy services necessary to enhance opportunities for the success of adults with learning disabilities. It is important to note that adults who received services under IDEA when they were in school may think that they are entitled to the same level of support or services under Section 504 and ADA. Neither Section 504 nor ADA guarantees the right of an adult to a free appropriate education the way IDEA does for school-age youngsters (and young adults before their 22nd birthday if they have not received a regular high school diploma). Adults do, however, have the right of equal access to programs and services for which they are otherwise qualified, as well as to reasonable accommodations in program activities.

What guidelines should be considered in selecting an accommodation?

Although a menu of accommodations may be generally appropriate to consider in assisting adults with learning disabilities, some programs develop guidelines about when to select a particular modification for a specific person. In general, the selection of a specific accommodation is frequently based on individual disabilities and needs (one size does not fit all) and should

- allow the most integrated experience possible;
- not compromise the essential course or program requirements;
- not pose a threat to personal or public safety; and
- not impose an undue financial or administrative burden on the program.

Can we refuse to serve adults who have learning disabilities?

No. Many programs have established policies and procedures to ensure that staff members do not intentionally or accidentally deny participation in a service, program, or activity simply because of learning disabilities.

Do we need to keep records confidential?

Yes. However, each program needs to develop a plan related to how to achieve this. Programs frequently develop policies, procedures, and practices for ensuring the confidential treatment of all disability-related information. Disability-related information is often stored in locked files with limited access. It should be shared only when the need to know directly relates to some specific aspect of this confidential information, and the person with a disability has signed a release.

Do we have to obtain the learner's consent to begin a formal process confirming or ruling out learning disabilities?

Yes. The law requires informed consent to obtain records as well as to conduct testing that is not a uniform procedure for all learners. If screening is uniformly administered to all learners and is part of the usual intake procedure of a program, it is not necessary to obtain informed consent. However, if screening is done selectively for certain learners or if certain learners are referred for diagnostic testing, informed consent must be obtained. Literacy programs should have or should develop policies, procedures, and practices for obtaining the informed consent of persons suspected of having a learning disability.

The number of organizations that can provide additional information about legal issues surrounding learning disabilities is increasing. The Resources for Learning section provides a list of some of the groups that we can be contacted for more information about the rights and responsibilities of persons with learning disabilities under the law.

SECTION 3

Systems and Program Change

A critical part of creating successful literacy programs is altering the way program leaders and practitioners think about change. Because all aspects of society can have an impact on the life of an adult, the mission for change is broad. Several interfacing systems, rather than one system, should be the target for needed change; *i.e.*, the social, educational, economic, judicial, and political support structures that affect individuals with learning disabilities.

To the practitioner, the notion of systemic change can be overwhelming. Therefore, the opportunity to create change must begin with those systems, or those aspects of an individual system, over which practitioners have direct control. Most certainly, practitioners have direct control over their own actions and their interactions with adults who have learning disabilities. From this perspective, personal growth through professional development is an important factor in systemic change. It is essential that practitioners commit to developing actions based on (1) understanding learning disabilities in adults, (2) valuing each learner, (3) creating partnerships with learners, and (4) creating a best-practices approach to assessment and instruction.

Practitioners are also in the position to influence the people with whom they work and to begin to shape the policies and procedures that define their programs. For this kind of program change to occur, dialogue among program staff is critical. Practitioners must use a shared knowledge base and work toward a shared vision. For this reason, professional

development opportunities must be designed to foster interaction among practitioners.

Gradually, practitioners can begin to move out of their own programs and begin the work of shaping other parts of the system that affect adults with learning disabilities. If all practitioners (whether they are working in a national agency or in a local literacy program) begin to work together to create change at the level at which they have control, then systemic change can occur.

The following assumptions about systems change can be used to guide program staff's thinking about improving services to adults with learning disabilities:

- Change is a process, not an event.
- Change is rooted in a shared vision of the need to change, and a clear understanding of the needs and goals of adults with learning disabilities.
- Change, and the goals for change, are defined at multiple levels within a system and are played out in each level; change is both a top–down and a bottom–up process.
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities.
- Shared as well as unique actions are expected of those at each level.
- Commitment, leadership, communication, and compromise are required at all levels.
- Equal attention must be given to the processes of planning, implementing, and evaluating actions and outcomes.
- Success is not contingent on a single person, group, or political agenda.
- Research-based practice in learning disabilities, appropriately adapted and translated for use with adults, is used to guide the formulation of policy, procedures, and actions.
- High-quality conversations about improving the life of those with learning disabilities are consistent, persistent, and pervasive.

Creating a Shared Vision and Developing an Action Plan

To develop a literacy program that is appropriate to the needs of adults with learning disabilities, program leaders must engage their staff members and other stakeholders within the larger community of service providers to review the literacy services currently being offered. Together, they may identify components of the program which could be improved to be more responsive to the needs of persons with learning disabilities. As they engage in this process of self-examination and strategic planning, they will be well served by creating a vision centered around the following program features.

Integrate Services with All Literacy Services

Services for adults with learning disabilities should not be thought of as a separate set of policies, procedures, and practices to be used with a few adult learners. Rather, it is more productive to conceptualize services for adults with learning disabilities as an integral part of *all* services that are provided to *all* adults who enter literacy programs. Once this perspective has been adopted, then all services can be systematically modified to address the significant number of adults in literacy programs who may have learning disabilities.

Ensure that Services Reflect Best Practices

It is true that many practices suggested in *Bridges to Practice* are built around practices that are good for all learners who may be struggling with literacy. However, it is also true that best practices related to serving adults with learning disabilities are based on the premise that good practices are already in place in adult literacy programs. Therefore, when adults do not learn, even though usually effective practices are in place, then more structured, direct, and intensive instructional practices are needed. These practices should be implemented and blended with appropriate legal accommodations and instructional adaptations, as necessary.

Adult literacy services that are appropriate for adults with learning disabilities are characterized as follows:

- Accommodations are provided to ensure access to services that would otherwise be available if learning disabilities were not present.
- Accommodations are provided based on the determination of learning disabilities by a formal diagnostic evaluation performed by a psy-

chologist or other qualified professional (*e.g.*, clinician or diagnostician who is licensed to administer psychoeducational test batteries).

- Practitioners are involved in advocacy and creating linkages to community resources. These linkages (including helping the adult obtain testing for confirming or ruling out learning disabilities) should promote understanding and change. This process increases the chances of success for adults with learning disabilities.
- Assessment practices allow for intensive probes to identify performance patterns. These patterns can indicate that an adult is processing information (*i.e.*, acquiring, storing, retrieving, expressing, and performing) differently from other adults. In other words, just providing more practice, independent learning activities, and presentation that include little interaction, guidance, or feedback will not significantly enhance performance. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- A carefully thought-out process for screening for learning disabilities is embedded in the overall assessment process. This process should involve a review of multiple information sources that eventually leads to a decision to discuss the possibility of learning disabilities and the potential advantages and disadvantages of seeking formal diagnostic testing by a qualified professional. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- Staff are trained and have the resources to plan, select, and implement a variety of curriculum options, including self-advocacy. (For further information on the planning process, refer to *Guidebook 3: The Planning Process.*)
- Individual and group instruction incorporates research-based principles for teaching individuals with learning disabilities. (For further information on the teaching/learning process, refer to *Guidebook 4: The Teaching/Learning Process.*)

Initiating Change

The following five steps are critical to initiating the change process:

1. Bring all stakeholders together to create a shared vision and develop an action plan.
2. Enlist administrative support.

3 Provide meaningful and ongoing professional development opportunities.

4 Identify resources.

5 Continuously monitor and improve the change process.

These five steps are described in greater detail below.

Step 1: Bring the Stakeholders Together

There are many specialized programs available to persons with disabilities in various public and private community organizations. Unfortunately, the potential impact of these programs is often weakened because they do not connect with other local programs to create a more comprehensive network of services. Adults and literacy programs need to enlist the assistance of a broad base of community organizations for two major reasons:

- The more that groups are enlisted as partners in the change and development process, the more likely systemic change will occur. Literacy providers are in a unique position because they can bring a variety of these stakeholder groups together to create a shared vision and to develop an action plan to bring about change.
- The resources and costs needed to provide appropriate services can be significant. Literacy practitioners are in a position to understand the needs of adults with learning disabilities and to locate community resources that are free or available at a reasonable cost. In addition, literacy practitioners can work with other community organizations to arrange collaborative partnerships that can create access to resources and advocate for changes in policies and procedures that could improve access for adult learners.

By developing community linkages, literacy programs may be able to

- help adults who desire testing to confirm learning disabilities to gain access to formal and professional diagnostic testing administered by a psychologist;
- obtain training opportunities needed for family, community, and employment success that are beyond the mission of the literacy program;
- obtain social and emotional support for adults to discuss issues involving living with learning disabilities; and

- promote advocacy by assisting in securing civil rights protections and appropriate accommodations for learners.

The following state and community services may assist adults with learning disabilities. Contact information for many of these organizations can be found in the Resources for Learning section in this guidebook.

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD)

This group can provide information, support, and advocacy for persons with learning disabilities who have been diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). They may also be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

DEPARTMENT OF VOCATIONAL REHABILITATION OR DEPARTMENT OF REHABILITATIVE SERVICES

This is a federally supported, state-run agency that provides employment services to adults with disabilities. Policies related to testing and services vary from state to state. Services provided may include covering costs for literacy training, diagnostic testing, job training, or college courses. Diagnostic testing for learning disabilities to determine eligibility for support can be provided as part of entrance into programs.

DISABILITY COUNCILS

Many communities have representatives from a variety of community groups working together to coordinate policies and services and to advocate for people with disabilities.

EMPLOYER-SPONSORED JOB-TRAINING PROGRAMS

Many businesses sponsor literacy or job training. Their personnel departments may have individuals who coordinate or deliver these training activities.

HOSPITALS

Some large hospitals collaborate with community agencies to provide diagnostic testing for learning disabilities. Some literacy groups have cultivated these relationships because hospitals regularly deal with Medicaid regulations and procedures, which allow for payment for diagnostic testing. While most literacy programs do not have the infrastructure to access these funds, large hospitals do.

INDEPENDENT LIVING PROGRAMS

These programs may pay for some literacy services.

INTERNATIONAL DYSLEXIA ASSOCIATION

This group, formerly known as the Orton Dyslexia Society, can provide information, support, and advocacy for persons with learning disabilities. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

LEARNING DISABILITIES ASSOCIATION (LDA)

This group can provide information, support, and advocacy for persons who have or may have learning disabilities. There are LDA chapters in most states. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

MEDICAID/MEDICAL INSURANCE PROGRAMS

Some medical programs may pay for literacy services and diagnostic testing. Early Periodic Screening Diagnosis and Treatment (EPSDT) services may be available. The Health Care Finance Administration (HCFA) is responsible for Medicaid and has policies for covering the expenses of some diagnostic testing.

POSTSECONDARY EDUCATIONAL INSTITUTIONS

Most universities, colleges, and community colleges have testing and other services for persons with disabilities or suspected disabilities. Faculty may also be willing to collaborate in providing free or reduced-cost testing and other services as part of psychologist and teacher training efforts. For example, groups of programs can arrange to have graduate students perform testing under the supervision of a psychologist.

PRIVATE PSYCHOLOGISTS

The yellow pages include the names of certified psychologists who can provide formal diagnostic testing and may arrange follow-up services. Some psychologists work with community agencies, and a group of local organizations might be able to contract for testing at a reduced cost.

PRIVATE SCHOOLS

Some private schools offer services and diagnostic testing for adults with learning disabilities, and may be willing to make flexible payment arrangements for adults with limited resources.

PROGRAMS SUPPORTING WELFARE REFORM

Many individuals on welfare may have learning disabilities. A number of agencies addressing welfare are supportive of efforts to identify adults with learning disabilities and find appropriate interventions to help them move to self-sufficiency.

PUBLIC SCHOOLS

Special education services provided through IDEA may be available for young adults under 22 without high school diplomas. These services can include diagnostic testing.

SUPPLEMENTAL SECURITY INCOME (SSI)

This program can provide direct income to persons with disabilities. Diagnostic testing to determine eligibility for support is also provided.

SUPPORTED EMPLOYMENT SERVICES

This program can provide for job training and job coaches.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Vocational programs have education and training services that can meet the needs of adults with learning disabilities. These programs may need information about accommodations and how to provide better instruction in mixed-ability classrooms.

Programs that provide testing may have a psychologist test adults with learning difficulties. However, the psychologist may determine after testing that the difficulties are not severe enough to quality for the learning disabilities diagnosis. For others, the severity will be sufficient to qualify for this diagnosis. The psychologist's report will provide documentation that enables the adult to become qualified for the rights to protections as a person with a disability, including the right to accommodations in testing and in the workplace. More information on issues related to obtaining formal diagnostic testing is included in *Guidebook 2: The Assessment Process.*

Step 2: Enlist Administrative Support

Literacy teachers and tutors cannot effect broad-sweeping change by themselves. They may be able to make some changes in the way they work with adults with learning disabilities, but they need the support of program administrators, from the chief executive officer level to the literacy program leaders, to make the change process successful.

Program leaders can bring together the various community stakeholders, encourage the creation of a shared vision, and work toward identifying agencies to which learners can be referred for issues such as diagnosis of learning disabilities, vision and hearing screening, employment support, and health care. Program leaders can also ensure that literacy program staff have the opportunity to meet frequently and engage in meaningful dialogue about the change process and their progress toward their stated goals.

Step 3: Provide Meaningful and Ongoing Professional Development Opportunities

Literacy programs should have a vision about the nature of, practices for addressing, and legal issues associated with learning disabilities. This vision is most effective when shared by program staff and a variety of community organizations, and requires an investment in high-quality professional development opportunities focused on improving services for adults with learning disabilities.

Staff should select program and professional development activities based on a long-term commitment to increase the success of adults with learning disabilities. Most practices require an initial investment of three to five years to introduce a practice to the staff in a literacy program. After a practice is in place, continued success of the practice requires an ongoing investment of resources and staff time to update and review the practice and to ensure that it stays effective.

Step 4: Identify Resources

To effect change, literacy program leaders and staff need to work with other stakeholders to identify resources which will allow for increased contact time with learners, frequent high-quality professional development opportunities, specialized program staff (lead teachers or learning disabilities specialists), and other elements which will improve the quality of services provided to adults with learning disabilities.

Step 5: Continuously Monitor and Improve the Change Process

After developing an action plan, literacy program staff need to continuously monitor their progress toward goals and adjust the plan, as appropriate. To assess the process effectively, program staff should consider the following questions:

- What are the criteria for evaluating the change process? (For example, how will success be measured?)
- Who will provide the evaluation input?

- Who will review the results?
- How will the results be used?
- Who will monitor the desired outcomes?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement be communicated and encouraged?

Indicators of High-Quality Services

Literacy program staff can evaluate their progress toward developing high-quality programs by ensuring that the programs have the following characteristics on this checklist:

the program has a philosophical commitment to serving adults with learning disabilities.

Staff understand learning disabilities and their impact on the lives of learners.

A written definition of learning disabilities has been adopted for guiding program decisions and services.

Staff and adults with learning disabilities can describe the adopted definition and associated characteristics of learning disabilities.

Written policies, procedures, and actual practices are not based on, and do not reinforce, generalizations and stereotypes about learning disabilities.

Written policies and procedures ensure careful decision-making about services related to learning disabilities and do not reinforce premature decision-making.

Staff understand the law and the legal requirements related to adults with learning disabilities.

Written policies and procedures detail how legal rights for adults with learning disabilities are assured.

Written policies and procedures describe how program staff will keep adults with learning disabilities informed of their legal rights and about how to advocate for those rights.

Staff and adults with learning disabilities can describe the legal implications related to providing services to adults with learning disabilities.

Written policies and procedures ensure that legally required accommodations are offered to adults with learning disabilities at each step of the program.

Staff work to create community linkages and systems change that will increase the success of adults with learning disabilities.

Written policies and procedures define the range and role of community resources and how staff and adults with learning disabilities access them.

Written policies and procedures define the program staff's perceived roles and responsibilities in systems change.

Staff development plans ensure that practitioners can effectively use and maintain the practices that have been selected to improve the quality of services for adults with learning disabilities.

Written plans describe short- and long-term staff development plans that will result in the creation of policies, procedures, and practices that will improve and maintain the quality of services for adults with learning disabilities.

Ongoing evaluations of staff reflect accurate understanding of learning disabilities and implementation of adopted policies, procedures, and research-based practices.

Written policies, procedures, and practices are reviewed and revised annually to ensure that best practices related to learning disabilities continue to shape program services.

Resources for Learning

Agencies Within Each State

Literacy programs may want to connect with the following agencies, many of which are based in each state. Note that names of state agencies vary in each state. For state government agencies, try your state government's information number. Government numbers are often listed in a special section of your local phone book.

STATE OFFICE OF ADULT BASIC EDUCATION

Often based within each state's department of education, but sometimes under another state agency, such as the board for community colleges or the department of workforce education.

STATE LITERACY RESOURCE CENTER

The phone number should be available from the state office of adult basic education.

GED TESTING OFFICE

Often can be found within the state department of education. Or, get your state's number from the GED Hotline at (800) 626-9433.

STATE OFFICE OF REHABILITATIVE SERVICES

Sometimes listed with the state name first; for example, the Massachusetts Office is called "Mass Rehab."

JOBS PROGRAM

Often part of the state welfare, employment, or transition agency.

PROTECTION AND ADVOCACY AGENCY

These agencies often are listed within children's services or child welfare departments.

CORRECTIONAL EDUCATION

Sometimes under the state's department of education; sometimes under the state's department of corrections. The state director of adult basic education or the literacy resource center (both listed above) can give you the numbers for state and local prison education programs. Or, get your state's number from the Correctional Education Association, 8025 Laurel Lakes Court, Laurel, MD 20707, (301) 490-1440.

INTERNATIONAL DYSLEXIA ASSOCIATION

Call (800) 222-3123 to find out about state chapters.

LEARNING DISABILITIES ASSOCIATION

Has state and local chapters in every state. You can look on their web page (listed below) or call their national office at (412) 341-1515 for more information.

National Resources

AFL-CIO, Department of Education
815 16th Street, NW
Washington, DC 20006
Phone: (202) 637-5143
Fax: (202) 637-5058

Alliance for Technology Access (ATA)
2175 East Francisco Blvd., Suite L
San Rafael, CA 94901
Phone: (415) 455-4575
E-mail: atainfo@atacess.org

American Association for Adult and Continuing Education
1200 19th Street, NW, Suite 300
Washington, DC 20036
Phone: (202) 429-5131
Fax: (202) 223-4579

American Association of Community Colleges
One Dupont Circle, Suite 410
Washington, DC 20036-1176
Phone: (202) 728-7851
Fax: (202) 833-2467

American Association of Retired Persons
Institute of Lifelong Learning
601 E Street, NW
Washington, DC 20049
Phone: (202) 434-2470
Fax: (202) 434-6499

American Council on Education
The Center for Adult Learning and Educational Credentials
One Dupont Circle, Suite 250
Washington, DC 2006-1193
Phone: (202) 939-9475
Fax: (202) 775-8578

American Library Association
Reference and Adult Services Division
50 East Huron Street
Chicago, IL 60611
Phone: (312) 280-4395
Fax: (312) 944-8085

American Society for Training and Development
1640 King Street, Box 1443
Alexandria, VA 22313-2043
Phone: (703) 683-8160
Fax: (703) 548-2383

American Vocational Association
1410 King Street
Alexandria, VA 22314
Phone: (703) 683-3111
Fax: (703) 683-7424

Council for Adult and Experiential Learning
243 South Wabash
Chicago, IL 60604
Phone: (312) 922-5909
Fax: (312) 922-1769

Council for Learning Disabilities (CLD)
P.O. Box 40303
Overland Park, KS 66204
Phone: (913) 492-8755

Distance Education and Training Council
1601 18th Street, NW
Washington, DC 20009-2529
Phone: (202) 234-5100
Fax: (202) 332-1386

Division of Adult Education and Literacy Clearinghouse
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-7240
Phone: (202) 205-9996
Fax: (202) 205-8973

ERIC Clearinghouse on Adult, Career and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210-1090
Phone: (800) 848-4815
E-mail: ericacve@magnus.acs.ohio_state.edu

General Educational Development Testing Service (GEDTS)
American Council on Education
One Dupont Circle, NW, Suite 250
Washington, DC 20036
Phone: (800) 626-9433 or (202) 939-9490
E-mail: ged@ace.nche.edu

HEATH Resource Center
National Clearinghouse on Postsecondary Education for Individuals with Disabilities
One Dupont Circle, NW, Suite 800
Washington, DC 20036-1193
Phone: (800) 544-3284 or (202) 939-9320
E-mail: heath@ace.nche.edu

International Dyslexia Association (IDA)
The Chester Building
8600 LaSalle Road, Suite 382
Baltimore, MD 21286-2044
Phone: (800) 222-3123 or (410) 296-0232
E-mail: info@interdys.org

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Phone: (302) 731-1600

Job Accommodation Network (JAN)
West Virginia University
918 Chestnut Ridge Road
P.O. Box 6080
Morgantown, WV 26506
Phone: (800) 232-9675 or (800) 526-7234
E-mail: jan@jna.icdi.wvu.edu

Learning Disabilities Association of America (LDA)
4156 Library Road
Pittsburgh, PA 15234-1349
Phone: (412) 341-1515
E-mail: ldanatl@usaor.net

Learning Resources Network
1550 Hayes Drive
Manhattan, KS 66502
Phone: (913) 539-5376
Fax: (913) 539-7766

National Adult Education Professional Development Consortium (NAEPDC)
444 North Capitol Street, NW, Suite 422
Washington, DC 20001
Phone: (202) 624-5250
Fax: (202) 624-8826

National Center for Law and Learning Disabilities (NCLLD)
P.O. Box 368
Cabin John, MD 20818
Phone: (301) 469-8308

National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1401
New York, NY 10016
Phone: (888) 575-7373 or (212) 545-7510

National Library Services for the Blind and Physically Handicapped (NLS)
1291 Taylor Street, NW
Washington, DC 20542
Phone: (800) 424-8567 or (202) 707-5100
E-mail: nls@loc.gov

Office of Vocational and Adult Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202
Phone: (202) 205-5451
Fax: (202) 205-8748
Email: ovae@inet.ed.gov

President's Committee on Employment of People with Disabilities
1331 F Street, NW
Washington, DC 20004-1107
Phone: (202) 376-6200

Recording for the Blind and Dyslexic, Inc. (RFB&D)
20 Roszel Road
Princeton, NJ 08540
Phone: (800) 221-4792 or (609) 452-0606
E-mail: info@rfbd.org

RESNA Technical Assistance Project
1700 North Moore Street, Suite 1540
Arlington, VA 22209
Phone: (703) 524-6686
E-mail: ifloyd@resna.org

Teachers of English to Students of Other Languages
1600 Cameron Street, Suite 300
Alexandria, VA 22314-7864
Phone: (703) 836-0774
Fax: (703) 836-7864

Toll-Free Numbers

American Association for Vocational Instructional Materials
(800) 228-4689

An operator is available from 8 a.m.–5 p.m. ET Monday–Friday, who provides information on educational materials (software, videos, manuals), including a Performance Based Teacher Education catalog. The catalog includes a listing of Category I. Modules that deal with teaching students with special needs. Products are available for purchase.

Americans with Disabilities Act (ADA) Hotline
(800) 949-4232

The ADA Hotline provides technical assistance, information services, and outreach regarding the American with Disabilities Act (ADA). This number connects the caller to one of 10 sites based on the caller's location. Hours of operation vary depending upon the time zone (Monday–Friday). Operators are equipped with a listing of LD associations and can answer questions about how ADA protects individuals with LD. An answering machine is available during non-business hours, and follow-up calls are placed the next working day.

Equal Employment Opportunity Commission (EEOC)
(800) 669-3362

EEOC's voice mail system directs all calls from 7 a.m.–5:30 p.m. ET Monday–Friday. Operators accept orders for publications, fact sheets, posters, and a resource directory for people with disabilities, including learning disabilities (LD). They do not answer questions relating to employment but can give referrals to local EEOC offices.

ERIC Clearinghouse on Adult, Career, & Vocational Education
(800) 848-4815

ERIC Clearinghouse on Adult, Career, and Vocational Education is located at the Center for Employment, Education, and Training at Ohio State University. From 8:00 a.m.–5:00 p.m. ET Monday–Friday, representatives are available to provide information on ERIC Digests, annotated bibliographies, and assorted publications, some with information on LD. ERIC does not answer specific questions on disabilities, local programs, or jobs.

Federal Student Aid Hotline
(800) 433-3243

The hotline accepts calls from 8 a.m.–8 p.m. ET Monday–Friday, and provides information on eligibility, benefits, applications, and other questions about Federal Student Aid. Voice mail directs calls during business hours.

General Educational Development (GED) Hotline
(800) 626-9433

General Educational Development (GED) Hotline has a 24-hour operator service that provides information on local GED classes and testing services. They have an accommodations guide for people taking the GED who have a learning disability.

International Dyslexia Association (IDA)
(800) 222-3123

Formerly the Orton Dyslexia Society, IDA has a 24-hour voice mail service that receives information requests. From 8:30 a.m.–4:30 p.m. ET (Monday–Friday) at (410) 296-0232, IDA staff direct people to appropriate materials about the issues of dyslexia and make referrals for testing and tutors. Information is given on publications about dyslexia, local branches of IDA, and workshops and conferences.

Job Accommodations Network (JAN)
(800) 526-7234

JAN has a free consulting service from 8 a.m.–8 p.m. (Monday–Thursday) and 8 a.m.–5 p.m. ET (Friday) that provides information on equipment, methods, and modifications for disabled persons to improve their work environment. All information is specific to the disability, including LD.

National Center for Learning Disabilities (NCLD)
(888) 575-7373

NCLD's voice-mail system directs all calls, and an operator is available from 9 a.m.–5 p.m. ET Monday–Friday. The caller is directed to information about program areas, membership, and can get information sent directly from NCLD's Information and Referral Service.

National Center for Research in Vocational Education
(800) 762-4093

An operator is available from 8 a.m.–5 p.m. Pacific Time (PT) Monday–Friday, who provides information on products, electronic services, and vocational education. A catalog and newsletter are also available. The Office of Student Services produces materials on learning disabilities and a sub-catalog for "Special Populations."

National Institute for Literacy (NIFL) Hotline
(800) 228-8813

Literacy Hotline has a 24-hour, bilingual (Spanish/ English) operator service that provides information on: literacy/education classes, GED testing services, volunteer opportunities, and a learning disabilities brochure.

National Library of Education at the U.S. Office of Educational Research and Improvement
(800) 424-1616

U.S. Office of Educational Research and Improvement has an operator available from 9 a.m.–5 p.m. ET Monday–Friday and provides information on statistics on education and schools, publications, references to other agencies, and references to a specialist on learning disabilities.

National Library Services for the Blind and Physically Handicapped
(800) 424-8567

Voice mail system that directs all calls 8 a.m.–4:30 p.m. ET (Monday–Friday). Operators provide information on audiocassette, large print, and braille books and magazines for recreational reading. Callers with learning disabilities must meet certain guidelines to use these services.

Recording for the Blind and Dyslexic, Inc. (RFB&D)
(800) 221-4792

Recording for the Blind and Dyslexic, Inc. has core office hours from 8:30 a.m.–4:30 p.m. ET (Monday–Friday) with extended hours to 9:00 p.m. when necessary. Operators provide information on: over 80,000 recorded textbooks (on 4-track cassette or computer disk) and other classroom materials, from 4th grade through postgraduate levels, available for loan; the application process and fees; and the certification process. Callers with learning disabilities are eligible to participate, but must complete the certification requirements.

Social Security Administration
(800) 772-1213; (800) 325-0778 (TTY)

Representatives answer calls from 7 a.m.–7 p.m. (Monday–Friday) ET and provide information on a wide range of Social Security and Supplemental Security Income matters. A limited number of automated services are available 24 hours a day. Bilingual (Spanish/English) services are also available.

Interesting Web Pages

Alliance for Technology Access (ATA)

http://www.ataccess.org

ATA is a network of community-based resource centers, developers, and vendors dedicated to providing information and support services to children and adults with disabilities, and increasing their use of standard, assistive, and information technologies. The 42 non-profit centers can be found all across the country in 29 states and territories. The web site includes a list of approximately 60 developers and distributors of assistive devices and software and a description of their product lines; success stories from children and adults with disabilities who have benefited from using assistive technology; and an online version of ATA's newsletter.

Division of Adult Education and Literacy Clearinghouse U.S. Department of Education

http://www.ed.gov/offices/OVAE/division.html

This site provides useful information about OVAE's programs, grants, and events.

ERIC Clearinghouse on Adult, Career, and Vocational Education

http://ericacve.org/

ERIC/ACVE provides comprehensive information services in: adult and continuing education, career education (childhood through adult), and vocational and technical education. The web site allows you to search ERIC/ACVE's database of journal articles. You can read full-text versions of ERIC/ACVE Digests and other ERIC publications and you can order single copies online. There are links to other ERIC clearinghouses and related journals.

International Dyslexia Association (IDA)

http://www.interdys.org

This extensive web site offers a list of assistive technology products and services, links to related organizations, conference and seminar information, summaries of recent research in dyslexia, order information for IDA books and *Annals of Dyslexia*, links to legal and legislative sites, and a bulletin board.

Job Accommodations Network (JAN)

http://www.janweb.icdi.wvu.edu/english

JAN is an international toll-free consulting service that provides information about job accommodations and the employability of people with functional limitations. The web site includes a description of JAN's services, links to employment and disability resources, electronic versions of JAN's annual and quarterly reports, and a bulletin board.

Laubach Literacy

http://www.laubach.org

This web site describe's Laubach Literacy's national and international programs and provides links to literacy/adult education web sites. New Readers

Press publications are not listed, but you can request a catalog via e-mail.

LD OnLine: Learning Disabilities Resources

http://www.LDOnLine.org

This colorful web site is a service of The Learning Project at WETA, Washington, DC, in association with The Coordinated Campaign for Learning Disabilities. The site includes: weekly links to current articles about learning disabilities; definitions of and FAQs for LD and ADD/ADHD; a monthly focus topic; an online store that offers book and video products, book reviews, and links to publishers; and extensive links to LD topics.

Learning Disabilities Association of America (LDA)

http://www.ldanatl.org

LDA's web site includes: fact sheets on various LD-related subjects; online catalog of LDA and other publications, including a section on adults (but you must order through the mail); calendar of events; and links to state LDA home pages.

Literacy Volunteers of America, Inc. (LVA)

http://www.literacyvolunteers.org

This web site includes: links to LVA events, publications, and news releases; an online catalog of LVA publications; links to LVA affiliates; and information about volunteering.

National Center for the Study of Adult Learning and Literacy (NCSALL)

http://hugse1.harvard.edu/~ncsall

NCSALL is a collaborative effort between the Harvard University Graduate School of Education and World Education. The web site includes a description of NCSALL's research projects; an online version of the journal *Focus on Basics*; and links to practitioner leaders in the Practitioner Dissemination and Research Network.

National Council for Learning Disabilities (NCLD)

http://www.ncld.org

NCLD provides free information on learning disabilities and resources available in communities nationwide to parents, professionals, and adults with learning disabilities. NCLD's Information & Referral Service is the only nationwide, computerized resource clearinghouse committed solely to LD. They also develop and support innovative programs, seminars, and workshops which assist individuals with LD, and conduct public outreach and legislative advocacy.

National Institute for Literacy

http://novel.nifl.gov/

NIFL's web site is called LINCS (Literacy Information aNd Communication System). The site brings "all adult literacy-related resources, expertise, and knowledge to a single focal point." Includes policy updates, grants and funding sources, calendar of events, publications list and online ordering, and fact sheets on literacy-related subjects.

Outreach and Technical Assistance Network (OTAN)

http://www.scoe.otan.dni.us/

The Outreach and Technical Assistance network is a California Department of Education, Adult Education funded project designed to provide technical assistance, communication linkages and information to adult education providers.

President's Committee on Employment of People with Disabilities

http://www.pcepd.gov

The President's Committee is a small federal agency whose Chairman and Vice Chairs are appointed by the President. This site includes links to potential employers, descriptions of current projects, fact sheets and ADA brochures, and a directory of state liaisons to the committee.

Roads to Learning

http://www.ala.org/roads

Roads to Learning is funded by the Emily Hall Tremaine Foundation and administered by ASCLA, a division of the American Library Association. Its purpose is to "encourage linkages among libraries, community organizations, and service providers to improve service to learning disabled people, their families, professionals, and other interested people." The web site includes a list and description of LD organizations, publication resource list, and information on subscribing to its listserv PLLD-L.

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Glossary

Accommodations	Techniques and/or materials which legally must be allowed or provided to individuals with disabilities to complete school or work assignments with greater ease and effectiveness. Examples include spell checkers, tape recorders, and extra time for completing assignments.
Advance organizer	Concise overview or summary of a larger body of information that is used to gain prior knowledge before reading or listening to the larger body of information.
Assistive technology	Equipment that enhances the ability of individuals with LD to be more efficient and successful. Examples include use of an overhead projector by a teacher and use of computer grammar checkers.
Attention deficit disorder (ADD)	A disorder characterized by severe and persistent difficulties in one or more of the following areas: attention, impulsivity, and motor behaviors. These difficulties can lead to learning and behavior problems at home, school, or work.
Attention deficit hyperactivity disorder (ADHD)	ADD with hyperactivity, or excessive and exaggerated motor activity.
Auditory	Having to do with the sense of hearing.
Auditory discrimination	The ability to differentiate between speech sounds.
Auditory memory	The ability to remember information which has been presented orally.
Auditory perception	The ability to recognize sounds.

Automaticity	Automatic and correct responses to stimuli without conscious effort.
Basic skills	The fundamental academic skills related to reading, writing, listening, and mathematics that must be mastered for an individual to be successful in daily living tasks.
Best practice	Making good decisions about how best to help an individual learn.
Cognitive skills	Skills that are used for thinking, comprehending, analyzing, or evaluating.
Connected instruction	A key principle of LD-appropriate instruction, involves showing the adult how information in and between units and lessons is linked to learning and to the adult's goals.
Content mastery approach	Teaching method wherein the learner receives intensive instruction in topics that are needed for daily living, such as obtaining insurance, getting a driver's license, doing taxes, and procuring health care services.
Coping strategy	A method or behavioral strategy that helps an individual succeed despite learning or other disabilities.
Critical content	Specific information that the learner needs to master for a given task, such as the skills needed to pass a driver's test.
Critical questions	Questions that the instructor should pose that will lead to discourse on learning and help the learner identify goals.
Cue-Do-Review	To help ensure learning, the teacher should CUE the learner, explaining the level of instruction, DO the activities in partnership with the learner, and REVIEW the learning at the end of each level.
Decoding	A process of recognizing unfamiliar written words by sequentially segmenting the sounds represented by the letters of the word and then by blending the sounds into a meaningful word or syllables which are then combined into words.
Diagnosis	Confirmation of the existence of a condition by someone qualified to reach such a conclusion. For example, a licensed psychologist can make a diagnosis of a learning disability.
Diagnostic tests	An aid to assessment that yields information concerning the learner's weaknesses in areas such as reading or math; composed of several parts, including personal history and psycho-educational tests.

Direct instruction	A key principle of LD-appropriate instruction, characterized by high rates of teacher control during initial stages of information acquisition followed by careful performance monitoring as the learner gradually assumes control over application. Instruction is structured, modular, and sequential (simple to complex and concrete to abstract). Direct instruction stresses practice and mastery, and provides a high level of success experiences and positive feedback to the student.
Dyscalculia	Difficulty in performing mathematical functions, reasoning, word problems, or in aligning columns of numbers or distinguishing numbers or operational symbols such as + (plus sign) and – (minus sign).
Dysgraphia	Difficulty in writing well, as marked by slow writing rate, limited vocabulary, poor grammar, poor sentence structure, incorrect use of punctuation, poor penmanship, or trouble organizing and sequencing ideas on paper.
Dyslexia	A specific language-based disorder characterized by problems in learning to read, write, and spell.
Dysnomia	Difficulty in remembering names or other words that are needed for oral or written language.
Encoding	In spelling, a process by which students segment sounds of a word, translate each phoneme into its corresponding letter, and then spell the word. Encoding requires predictable sound–symbol correspondences and phonic generalizations (spelling rules).
Enduring instruction	A key principle of LD-appropriate instruction, involves acknowledging and committing the time necessary to ensure that the information is mastered by the learner and used to increase success in life.
Evaluated instruction	A key principle of LD-appropriate instruction, involves adapting instruction based on assessing the adult's progress and response to previous attempts at instruction.
Explicit instruction	A key principle of LD-appropriate instruction, involves providing detailed explanations and models about how to approach, think about, perform, and evaluate learning and performance.
GED tests	General Educational Development Tests: five tests in the areas of writing skills, social studies, science, interpreting literature and the arts, and mathematics; successful completion of these tests results in the award of the high school equivalency diploma.

Generalizable instruction	A key principle of LD-appropriate instruction, involves using activities before, during, and after information has been mastered that ensures continued application of the information by the learner to increase life success outside of the literacy setting.
Graphic organizer	Visual depiction of the organization of information used to enhance the comprehension of information. Graphic organizers can be used in advance, during, and/or after presentation of information.
Hyperactivity	Excessive or exaggerated motor activity, as evidenced in an individual's inability to sit still.
Impulsivity	Acting on impulse with no prior consideration of the consequences of one's actions.
Incidence	The number of new cases occurring in a population during a specific time interval
Independent practice	The learner works independently or with other learners to practice new skills or strategies.
Individualized education plan (IEP)	A specifically tailored program designed to meet the distinctive needs of students diagnosed with a disability.
Informative instruction	A key principle of LD-appropriate instruction, involves making sure that adults learn how they are being taught, what is expected during the instructional situation, and how they can improve learning and performance.
Instructional adaptation	Alternative techniques and/or materials that are provided for an individual by a literacy practitioner to increase the effectiveness of instruction.
Integration	The process in which the brain groups, organizes, reserves, and reconstructs information.
Intensive instruction	A key principle of LD-appropriate instruction, involves maintaining a high degree of learner attention and response during ongoing instructional interactions that are scheduled as frequently and as close together as possible.
Kinesthetic	Learning by doing.
Laterality	A complete awareness of both sides of the body.

Learning disability	A variety of neurological disorders, including differences in one or more of the basic processes involved in understanding or using spoken or written language. Learning disabilities are lifelong conditions that are not related to visual or auditory deficiencies. Learning disabilities are not the result of delays in mental development.
Learning modalities	The means through which information is perceived, such as visual, auditory, or kinesthetic means.
Learning strategies	How a person approaches learning; includes how a person thinks and acts before, during, and after a task and how a person evaluates the impact of the strategy on learning and performance
Learning styles	The learning process that uses one's preferred modality (visual, auditory, tactile, kinesthetic).
Literacy	An individual's ability to read, write, and speak in English, and to communicate and solve problems at levels of proficiency necessary to function on the job and in society, and to achieve one's goals and develop one's knowledge and potential.
Metacognition	The ability to perceive or gain awareness about one's own thoughts or learning process and, acting upon this awareness, to choose appropriate learning strategies.
Mnemonic	Pertaining to memory.
Mnemonic device	A method of remembering information by linking key information to a word or phrase that reminds the learner, such as using the word GAIN to help a person remember the routine for mailing a package: Gather materials, Address envelope, Inspect address for accuracy, Notify mailroom to pick up package.
Morpheme	The smallest unit of meaning in a word, including prefixes, root words, and suffixes. They can be free-form (as in the word pin) or bound (as in the s in pins).
Multisensory learning	An instructional approach that combines auditory, visual, and tactile elements into a learning task. Moving one's finger under each syllable of a word as the word is read and sounded out would be multisensory learning.
Norms	Standard test scores generally based on a national cross-section of representatives.
Orthography	The total writing system of spoken language. The term also refers to the established spelling rules of a written language.

Perception	A process involving the reception, selection, differentiation, and integration of sensory stimuli. The teacher of dyslexics must teach the student to attend actively and consciously to aspects of the perception process until it becomes automatic.
Phoneme	The smallest unit of speech that serves to distinguish one utterance from another in a language or dialect (as in the /b/ of bat and /m/ of mat). English is made up of 44 phonemes.
Phoneme awareness	Awareness of the phonological structure of words is exemplified by the ability to manipulate or separate the sounds within words (e.g., which sounds come first or last; which words rhyme; which sounds are the same or different), implying metalinguistic knowledge.
Phonemic segmentation	The process of sequentially isolating the speech sounds which comprise a spoken word or syllable.
Phonetics	The study of speech sounds, how they are produced (articulatory phonetics), how they are perceived (auditory phonetics), and what are their physical properties (acoustic phonetics).
Phonics	A teaching approach that gives attention to letter–sound correspondences in the teaching of reading and spelling. Phonics is a teaching approach and should not be confused with phonetics.
Phonological awareness	Speech sound awareness is the conscious awareness of the sounds of language; the ability to reflect on the sounds in words separate from the meanings of words.
Phonology	The sound system of a language; the part of grammar which includes the inventory of sounds and rules for their combination and pronunciation; the study of the sound systems of all languages.
Process-sensitive instruction	A key principle of LD-appropriate instruction, involves reshaping the activities within the instructional sequence to take into consideration various cognitive barriers that might inhibit learning.
Reliability (of tests)	The accuracy or precision of a measurement instrument; consistency among measurements in a series.
Remediation	The repeated instruction of skills not learned in the usual time or the usual manner.

Screening instrument	Initial test(s) in a sequence of tests; usually quickly administered. The results are used to determine whether further testing is necessary and possibly to guide the selection of other tests to be administered.
Screening process	A process of collecting information through a variety of sources over time that would lead to the conclusion that an individual might be significantly at risk for a specific condition such as a learning disability
Self-advocacy	The ability of individuals with learning disabilities to explain their disabilities effectively, to request legal accommodations, and to act independently.
Structured instruction	A key principle of LD-appropriate instruction, involves systematically teaching information that has been chunked into manageable pieces
Syllabication	Breaking a word into its syllables.
Tactile	Relating to the sense of touch; tactile learning is learning by touching.
Think aloud	A metacognitive strategy in which the teacher or tutor models thinking, describing thoughts, as he/she reads the text or completes a task.
Validity (of tests)	Indication that the instrument really measures what it claims to measure.
Visual	Of or relating to the sense of vision.
Visual discrimination	Assuming normal visual acuity, the ability to distinguish slight differences in stimuli, especially in letters and words, which have graphic similarities.
Visual perception	The ability to recognize visual stimuli. Individuals with this learning disability may have problems with such activities as reading, writing, tracking, recognizing people or items, or reading a map or graphic display.
Word attack skills	The ability to decode words using knowledge of the sound–letter correspondence of the language.
Word decoding	A process used to identify words through sounding out letters, letter patterns, or blended sounds.

Important Definitions of Learning Disabilities

The following definitions are important for several reasons. The U.S. Office of Education's definition is the basis for determining learning disabilities among school-age children. The Learning Disabilities Association of America's definition reflects the views of one of the largest advocacy groups for learning disabilities in the country. The Interagency Committee on Learning Disabilities' definition was acceptable to federal agencies on the committee, except for the U.S. Department of Education. The National Joint Committee on Learning Disabilities' more recent LD definition was acceptable to most advocacy and professional organizations. And finally, Rehabilitation Services Administration's definition is one of few attempts to formulate a definition that focuses on work.

The 1977 U.S. Office of Education

The term "specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning disabilities which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage. (U. S. Office of Education, [1977]). Definition and criteria for defining students as learning disabled. *Federal Register*, 42:250, p. 65083. Washington, DC: U.S. Government Printing Office.)

The Learning Disabilities Association of America

Specific Learning Disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities. Specific Learning Disabilities exist as a distinct handicapping condition and varies in its manifestations and in degree of severity. Throughout life, the condition can affect self esteem, education, vocation, socialization, and/or daily living activities. [Association for Children with Learning Disabilities (1986). ACLD Description: Specific Learning Disabilities. *ACLD Newsbriefs*, Sept./Oct. (166), 15. Note: The Association for Children with Learning Disabilities is now the Learning Disabilities Association of America.]

The Interagency Committee on Learning Disabilities

Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities, or of social skills. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (*e.g.*, sensory impairment, mental retardation, social and emotional disturbance), with socioenvironmental influences (e.g., cultural differences, insufficient or inappropriate instruction, psychogenic factors), and especially attention deficit disorder, all of which may cause learning problems, a learning disability is not the direct result of those conditions or influences. (Interagency Committee on Learning Disabilities. (1987). *Learning disabilities: A report to the U.S. Congress.* Bethesda, MD: National Institutes of Health, p. 222.)

The National Joint Committee on Learning Disabilities

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (National Joint Committee on Learning Disabilities. (1988). *Collective perspectives on issues affecting learning disabilities: Position papers and statements.* Austin, TX: Pro-Ed.)

Rehabilitation Services Administration

A specific learning disability is a disorder in one or more of the central nervous system processes involved in perceiving, understanding, and/or using concepts through verbal (spoken or written) language or nonverbal means. This disorder manifests itself with a deficit in one or more of the following areas: attention, reasoning, processing, memory, communication, reading, writing, spelling, calculation, coordination, social competence, and emotional maturity. (Rehabilitation Services Administration. (1985, January 24). *Program policy directive.* Washington, DC: U.S. Office of Special Education and Rehabilitation Services.)

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Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions:

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

GUIDEBOOK 1
Preparing to Serve Adults
with Learning Disabilities

GUIDEBOOK 2
The Assessment Process

GUIDEBOOK 3
The Planning Process

GUIDEBOOK 4
The Teaching/Learning Process

GUIDEBOOK 5
Creating Professional
Development Opportunities

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BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 2

The Assessment Process

A Collaboration Between

AED

The Academy for Educational Development

and

The University of Kansas Institute for Research in Learning Disabilities

Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving
Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

- Introduction to Assesment
- Screening for Learning Disabilities
- Selecting Screening Instruments
- Systems and Program Change

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 2
The Assessment Process

The National Adult Literacy and
Learning Disabilities Center
Washington, DC · 1999

NATIONAL
CENTER

A Collaboration Between
AED
The Academy for
Educational Development
and
The University of Kansas Institute
for Research in Learning Disabilities

Guidebook 2

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Academy for Educational Development
Washington, D.C. 20009
January 1999

NATIONAL INSTITUTE FOR LITERACY

Fall, 1998

Dear Colleagues:

The National Institute for Literacy (NIFL) has a small budget and a huge mission: to assure that all American adults who need to improve their literacy skills have access to services of real quality and effectiveness.

One of the greatest challenges to this mission is the issue of learning disabilities (LD) – our field's historic lack of knowledge about these complex obstacles to learning, and our struggle to help adults with LD gain the skills they need to lead productive, fulfilling lives.

Educators have known for years that learning disabilities are among the major problems faced by adult literacy students and by the programs that serve them. But today the need for solutions is especially urgent. On the eve of the 21st century, when literacy skills are more important than ever before to the success of individuals and our nation, state and local programs are under enormous pressure to show that their services make a difference to all their students. We must learn how to do a better job of serving adults with learning disabilities.

BRIDGES TO PRACTICE is NIFL's major contribution to that goal. BRIDGES is the centerpiece product of our National Adult Literacy and Learning Disabilities Center. It is the culmination of a five-year investment in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners. We are convinced that BRIDGES and its accompanying training and technical support will meet critical professional development needs that have never been met in such a comprehensive way.

The publication of BRIDGES is not the end of NIFL's commitment in the area of literacy and learning disabilities. We hope it will be the beginning of an increasingly collaborative process with all of you to find better and better ways of serving this significant population of America's adults.

Sincerely,

Andy Hartman Susan Green

Andrew Hartman
Director

Susan Green
Project Officer

Glenn Young
Learning Disabilities Specialist

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Preface

Welcome to *Bridges to Practice*. You are about to embark on a journey designed to help literacy programs enhance the services they provide for adults with learning disabilities. The development of *Bridges to Practice* is centered around the vision of the National Adult Literacy and Learning Disabilities Center (National ALLD Center). This vision consists of the following beliefs:

- Adults with learning disabilities have specific and unique educational service needs.
- Literacy programs can and should meet the needs of adults with learning disabilities.
- By focusing on research-based information, the National ALLD Center can help literacy programs better meet the needs of adults with learning disabilities.

Bridges to Practice is organized around five guidebooks designed to document and reflect "best practices" in working with persons with learning disabilities. What distinguishes these guidebooks from similar products is that the content is based on research. The purpose of these guidebooks is to influence the decision-making process of literacy practitioners in evaluating and selecting screening tools, curricular materials, and instructional strategies that are effective for adults with learning disabilities. Ultimately, by making changes in the provision of services for adults with learning disabilities, literacy programs can help countless adults reach their potential and lead more fulfilling and self-sufficient lives.

By the end of the *Bridges to Practice* training, you will have:

- a broader awareness of learning disabilities and their impact on the provision of literacy services;
- a repertoire of skills and practical tools for tapping the creativity and experience of those you work with;
- a vision of the changes you would like your program to initiate in providing services which are more responsive to the needs of persons with learning disabilities; and
- an action plan for how you intend to achieve those changes.

To derive maximum benefit from these guidebooks, literacy program leaders are encouraged to participate in the companion training/professional development program developed by the National ALLD Center. When used in conjunction with this training and the accompanying video, *Bridges to Systemic Reform*, these guidebooks can provide the stimulus for literacy programs to begin to address overall system change and, thereby, to enhance the quality of services provided to adults with learning disabilities.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

Mary Ann Corley, Ph.D.
Director, National ALLD Center

Foreword

Learning disabilities is an umbrella term that describes a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Adults who have difficulties with listening, thinking, speaking, reading, or writing are likely to experience problems that significantly affect their academic achievement and their lives.

Varying estimates of the number of American adults with learning disabilities range from 3 to 15 percent of the general population. An even greater incidence of learning disabilities is likely to be found among the population of adults with low-level literacy skills. Research has yet to determine just what that proportion is; estimates range from 30 to 80 percent.

Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities was developed through funding from the National Institute for Literacy (NIFL), which was created by the National Literacy Act of 1991. The NIFL's mission is to maximize the effectiveness of local literacy services nationwide. One of the goals of the NIFL is to enhance the capacity of literacy service providers to identify, teach, and support adults with learning disabilities.

In 1993, the NIFL provided funding to the Academy for Educational Development (AED) to establish the National Adult Literacy and Learning Disabilities Center (National ALLD Center) in collaboration with the University of Kansas Institute for Research in Learning

Disabilities (KU-IRLD). Together, the staff at AED and the KU-IRLD developed a service, research, and development agenda designed to assist literacy practitioners in enhancing services to adults with learning disabilities. This agenda was developed in recognition of:

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with learning disabilities; and
- the need to improve the outcomes of adult literacy programs.

The National ALLD Center developed the *Bridges to Practice* series for adult literacy program supervisors and professional development specialists. The goal of *Bridges to Practice* is to increase awareness among practitioners about learning disabilities and to help program leaders address the changes they might initiate to make their programs more responsive to the needs of adults with learning disabilities.

By setting forth guidelines for best practices and by stimulating discussions among program staff, these guidebooks can be the catalyst that causes some literacy programs to rethink and restructure their delivery systems to be more effective in serving adults with learning disabilities. Programs that are responsive to the needs of adult learners ultimately will assist greater numbers of students in achieving their goals.

Development of the Guidebooks

Research efforts in the fields of literacy, adult education, and learning disabilities are just beginning to yield clear directions for practice. Furthermore, what is known from research on learning disabilities has found its way only sporadically into instructional practice. It has been estimated that less than 10 percent of educational materials and methods currently used in instructional settings has been validated through any type of research (Carnine, 1995). To address this dilemma, the team at the National ALLD Center developed a three-phase research and development plan.

Phase 1: Gather Information from the Field

During the first phase of research and development, the National ALLD Center staff organized focus groups, sent out questionnaires, surveyed

resource centers, and evaluated current screening practices and instructional materials. Through this research, the staff

- identified the beliefs, issues, and values of practitioners in the fields of literacy and learning disabilities;
- identified and validated standards for developing, evaluating, and selecting practices related to screening and instructional materials for serving adults with learning disabilities; and
- identified current practices related to serving adults with learning disabilities.

The last step in this phase was to develop and field-test procedures related to teaching literacy providers to apply the standards to screening practices and instructional materials.

Phase 2: Integrate Research and Write Guidebooks

During the second phase of research and development, the National ALLD Center staff integrated the knowledge they had gathered during the first phase and used this information as a basis for the first four *Bridges to Practice* guidebooks. The staff also developed training for using the program and field-tested the guidebooks to determine how literacy service providers could use the information to improve services for adults with learning disabilities.

Phase 3: Review and Refine Guidebooks

After the first four guidebooks were developed, the National ALLD Center staff used field-test results and reviews of external evaluators to revise the guidebooks. They also collaborated with the four NIFL-funded Learning Disabilities Training and Dissemination (LDTD) hubs and developed the professional development guidebook (*Guidebook 5*) to enhance the dissemination of information contained within the *Bridges to Practice* series.

Because of ongoing research and development in the fields of adult literacy and learning disabilities, additional information will be continuously added to these guidebooks so that they reflect the most current knowledge concerning adults with learning disabilities.

Ensuring Success

The fields of adult literacy and learning disabilities represent many audiences and interest groups. The *Bridges to Practice* guidebooks provide

information about learning disabilities and their impact on literacy programs. However, these guidebooks cannot compensate for the development of specialists in learning disabilities and professional training. Ideally, literacy services for adults with learning disabilities should be organized and delivered by, or under the direct guidance of, a practitioner who is a "master" in providing instruction to those who struggle with learning and learning disabilities.

Terminology Used in the Guidebooks

For consistency throughout these guidebooks, the term "practitioner" is used to describe persons who provide direct services to adults with learning disabilities. Practitioners can be tutors, teachers, program leaders, or volunteers.

These guidebooks specifically focus on adults who are either diagnosed as, or suspected of, having learning disabilities. On occasion, particularly for the sake of simplicity within tables and charts, the term "learner" is used to refer to adults who have, or may have, learning disabilities.

Because of the limited amount of research on programs and practices available for adults with learning disabilities, many of the practices referenced in these guidebooks represent best practices across the field of learning disabilities, and require translation for use in the adult community. Therefore, the terms "person with learning disabilities" or "individual with learning disabilities" imply that learning disabilities are a lifelong condition.

In some instances, again for simplicity, the abbreviation LD is used for learning disabilities, as in the term "LD-appropriate literacy services." When the term "accommodation" is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult who has been diagnosed with a learning disability to access and profit from the basic or essential services provided by a program. The term "adaptation" refers to the routine changes that a teacher makes during instruction to increase student learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners.

Finally, the term *Bridges* is frequently used to refer to the entire set of guidebooks in *Bridges to Practice*, and the term "guidebook" is used to refer to each of the five guidebooks included in the series.

Seizing the Opportunity!

A Call to Action

Adults come to literacy programs for a variety of reasons: they want to get a job or a better job; they want to help their children with their schoolwork; or they want to be able to read a newspaper or write a letter. In essence, they want to improve their lives. Many of these adults may only consider approaching a literacy program for help when faced with serious personal embarrassment, struggles with friends and family, or the imminent loss of employment. It takes great courage to face these fears and take those first steps to walk through the doors of a literacy program.

Literacy programs may view the provision of services for adults with learning disabilities as a problem or an impossible challenge, especially when faced with limited financial resources, limited or poorly designed professional development experiences, and a shortage of personnel. However, there is no shortage of caring or commitment on the part of literacy practitioners. They know first-hand the joys and rewards felt by learners who have met their goals. Most literacy programs and practitioners will welcome and seize the opportunity to improve services for learners, provided they can identify the necessary resources and tools.

One challenge for literacy programs and practitioners is to change their views about learning disabilities and the impact of learning disabilities on the provision of services to learners. Literacy programs cannot overlook the fact that their learners' real-life responsibilities and obligations, combined with a real history of failure, embarrassment, and fear, shape a set of conditions that require a significant amount of staff planning and creativity. They must thoroughly understand the circumstances which shape their actions to develop high-impact programs.

Shaping an Agenda

In 1994, the National Joint Committee on Learning Disabilities (NJCLD), an interdisciplinary consortia of organizations formed to review issues surrounding learning disabilities for educational and governmental agencies, identified the following eight issues that should be used to shape decisions about programming for adults with learning disabilities (National Joint Committee on Learning Disabilities, 1994):

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.

2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.
3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, pre-vocational preparation, and career counseling necessary for the development of adult abilities and skills.
4. Few professionals have been adequately prepared to work with adults who demonstrate learning disabilities.
5. Employers frequently do not have the awareness of, or sensitivity to, the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware of the issue, and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.
6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability, or may have resulted from past experiences with others unable or unwilling to accept, understand, or cope with the person's disabilities.
7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.
8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

In addition to these concerns identified by the NJCLD, adults with learning disabilities are frequently viewed as not having *real* disabilities and, as a result, are often not given access to information about their civil rights and about how to become their own advocates for these rights. Consequently, they are denied the information they need to bring about change for themselves and to take control of their lives.

An Agenda for Action

Improving the overall quality of how our society responds to adults with learning disabilities is a global issue which needs to be addressed by society in general. There are, however, unique responsibilities within the field

of adult literacy. The field must acknowledge that it has a significant history of inaction and that there has been an absence of information about effective services for adults with learning disabilities. With this acknowledgment, program leaders can make a commitment to take the first step in carrying out a new agenda for radically changing current practices in literacy programs. This opportunity to change the lives of millions of adults cannot be missed.

Every literacy program in America can embark on an aggressive campaign to develop high-quality, high-impact literacy services for adults with learning disabilities. To do this, every literacy program should make the following commitments:

- **Understand, use, and demand more research-based practices.** When research is not available to guide practice, literacy programs should demand that federal or state funding be provided to develop practice, and thoroughly test the practices on adults with learning disabilities.
- **Believe that they can improve all literacy services by improving services for adults with learning disabilities.** Practices for serving adults with learning disabilities are based on the idea of providing explicit and structured instruction while honoring and building on the perspectives, knowledge, skills, and experiences of the individual. The process of understanding and then trying to achieve this balance is at the very heart of offering LD-appropriate literacy services.
- **View all those in literacy programs as having a high probability for having learning disabilities.** Not everyone enrolled in literacy programs has learning disabilities. However, most adults with low literacy skills are likely to have learning disabilities. Many of these individuals will not seek formal diagnostic testing to confirm a learning disability. Instruction that is appropriate to learning disabilities—whether or not a learning disability is confirmed—should be the rule rather than the exception in literacy programs. In addition, literacy programs should continuously consider, at all phases of an adult's participation in a program, whether confirmation of a *suspected* learning disability could provide civil rights protections that might have a positive impact on the adult's success in life.
- **Make the improvement of LD-appropriate literacy programs a top priority.** To create changes that are required, programs need to embrace policies and procedures that will ensure high-quality services for adults with learning disabilities. These policies include

spending more time learning about learning disabilities, assessing learning problems, developing effective instructional plans, using high-quality instructional methods, and developing necessary community linkages.

- **Enlist private and public organizations to help shape a new system of thinking about civil rights and develop policies and services related to learning disabilities.** Changing current practice in literacy programs is only part of the solution. If literacy programs try to do this alone, their efforts will always be inhibited by resources, time, and the problems associated with transferring new knowledge and skills into the real world. They must develop links to the community that will ensure adequate resources, support, and follow-up. By making these connections, literacy programs can ensure that adults with learning disabilities can continue to be successful, not only in literacy programs, but in life in general.

How practitioners think and interact with adults with learning disabilities affects the adults in many ways, such as their ability to learn or their self-perception, hopes, fears, and accomplishments. Adults with learning disabilities sometimes have few allies to stand by them and champion their cause. Literacy practitioners are among the few professionals that adults with learning disabilities can turn to for help fighting the battles that they face every day of their lives.

Although their resources are few and their numbers small, literacy practitioners possess the greatest asset of all—relentless courage. They have nothing to lose and everything to gain by accepting this call to action to help improve the lives of millions of adults with learning disabilities.

Overview of *Guidebook 2*: *The Assessment Process*

This is the second of five guidebooks in the *Bridges to Practice* series. The purpose of the series is to help literacy programs and practitioners (teachers, tutors, volunteers, and program leaders) develop or improve services to adults with learning disabilities.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

- Introduction to Assessment
- Screening for Learning Disabilities
- Selecting Screening Instruments
- Systems and Program Change

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Guidebook 2 is divided into four sections. The information included in these sections will help program staff to answer the following questions about assessment:

- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- When should assessment be done?
- What kinds of information should be collected?
- What additional assessment should be considered if program staff suspect that the adult may have a learning disability?
- How is screening different from diagnosis and when is each appropriate?
- What is "informed consent" and when must it be obtained?
- What screening instruments are available to literacy programs?
- How can literacy practitioners effectively select screening instruments?
- How can literacy practitioners effective use screening results?
- How can literacy programs counsel the learner about screening results?
- How can literacy programs link the learner to community resources?

Section 1: Introduction to Assessment

This section describes the steps in the assessment process: the intake interview, developing the instruction plan, instructing the learner, and then reviewing and evaluating the learner's progress. Several useful forms for gathering information from the learner are presented.

Section 2: Screening for Learning Disabilities

This section describes the many issues related to a literacy programming providing screening. The difference between screening and diagnostic testing is explored, as well as the difference between assessment for instructional purposes and for identification of possible learning disabilities. Some adults will want further diagnostic evaluations so the importance of community linkages is emphasized.

Section 3: Selecting Screening Instruments

This section describes the differences in screening instruments and some of the problems with current screening instruments. An important part of this section is Standards for Selecting Screening Materials, a validated process created for this guidebook. From this effort, the report cards in Appendix B provide information on many popular screening instruments.

Section 4: Systems and Program Change

This section presents information about how to promote program and systems change related to services for adults with learning disabilities. *Bridges to Practice* was field-tested to determine how it might stimulate literacy programs to begin developing and implementing plans to change practice associated with learning disabilities. Programs participating in the field test completed a needs assessment, and staff developed goals and plans to improve program services. *Bridges to Practice* was then modified based on data collected in the field test. That change process, as refined through the field test, is reflected in these guidebooks.

Case Studies

Throughout this guidebook, there are case studies about Alex and Delia who were introduced in *Guidebook 1.* Their experiences in adult literacy programs are helpful in illustrating the practices described in these guidebooks. Because their needs vary, at a certain location there may be an example using either or both adults.

Introduction to Assessment

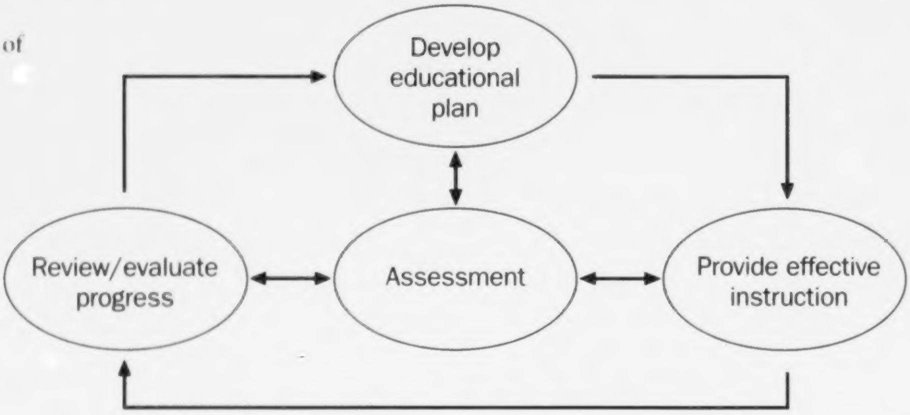
Assessment is an ongoing process within an educational program. Virtually all adult literacy programs administer placement tests in academic skill areas to determine the level at which to begin instruction for each student. Throughout the instructional cycle, programs also conduct both formal and informal assessments of learner progress and mastery of content.

Assessment begins at the adult learner's initial point of contact with the literacy program. It ends only when the learner has achieved his or her goals, transitions to another program, or simply chooses to leave.

The primary purpose of assessment is to help shape program decisions. Because assessment is the collection of information about an individual learner, it is the centerpiece of the instructional cycle (see Figure 1.1). It provides the program, the practitioner, and the learner with the tools they need to make good decisions or to rethink previous decisions if the learner's progress seems too slow.

The use of assessment to help shape instructional decisions is an effective practice for any adult literacy program. For programs serving adults with learning disabilities, it is an essential component. Each adult learner presents a different set of challenges and opportunities based on his or her strengths, skills, needs, prior learning experiences, hopes and expectations, and the type or severity of any learning disability which may be present. This makes it essential that program staff, together with the

FIGURE 1.1
Assessment as the centerpiece of the instructional cycle.



adult learner, make the best possible instructional decisions at the appropriate points throughout the instructional cycle.

Different types of information about the learner are collected at the following various points throughout the instructional cycle: the intake phase, when the learner first enters the literacy program; the planning phase; instruction; and the review and evaluation phase. The following sections describe the types of information that may be collected during each phase.

The Intake Phase

In many literacy programs, the initial information gathering is done during the intake process, which is typically conducted by a specially trained staff person. In some literacy programs, however, the practitioner (teacher, tutor, or volunteer) conducts the intake interview during the first meeting with the learner.

The staff member who conducts the intake interview should collect enough information about the learner to be able to answer the following questions:

- Do the learner's goals and needs fall within the scope of services provided by the literacy program, or should the learner more appropriately be referred to another program, such as ESOL, employment readiness, or GED preparation?
- What appear to be the learner's instructional needs?
- What is the learner's educational and employment background?
- Has the learner self-disclosed that he or she has a learning disability?

Examples of the types of information that can be collected to help answer these questions relate to the learner's

- demographics (sex, age, ethnic group, geographic location, etc.)
- family
- previous education experience
- current job/employment history
- reasons for coming to the program
- vision or hearing acuity and use of eyeglasses or hearing aids
- strengths, talents, and abilities
- interests
- needs
- academic skill levels
- potential obstacle(s) to regular attendance, such as limited transportation or child care
- view of how he or she learns best.

This type of information can be gathered through a variety of sources, including informal discussion with the learner, use of standardized tests, use of informal assessment measures, and, if the opportunity presents itself, through interviews with the learner's family members, employers, or co-workers.

Before you begin to gather this information, however, it is important that you take the time to describe to the learner the types of information that will be collected during the intake interview, and explain why it is being collected. Sometimes it is helpful to use a graphic organizer, such as the one in Figure 1.2, to guide your discussion with the learner. The organizer provides a mental picture of the intake interview for the learner, as well as

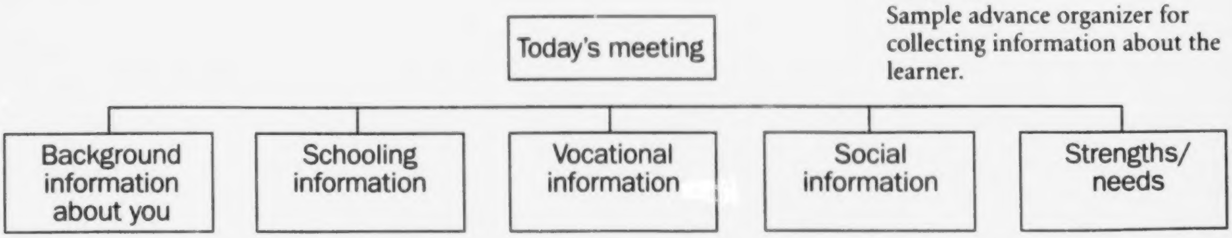


FIGURE 1.2
Sample advance organizer for collecting information about the learner.

the sequence of information to be gathered. If the learner is a beginning reader, you can use pictures instead of words in the graphic organizer.

Prior to the start of formal or informal testing to identify the learner's skill levels and strengths and to determine his or her needs, ask the learner about his or her strengths and challenges. Most adults, despite academic deficiencies, know a great deal about their own strengths and challenges, and can provide invaluable information about the ways they learn best. Adults with learning disabilities may have learned to rely on a mentor or a spouse, and therefore may have developed unique ways to compensate for or even take advantage of their learning disabilities. By involving the learner in the planning process, you are confirming that you value the learner's input. Figure 1.3 provides a handy form to record the learner's observations and comments. In the case of a beginning reader, you can read the form to the adult and record his or her answers.

FIGURE 1.3 Strengths and challenges form to use during the intake interview.

<table>
<tr><th colspan="2">Strengths and Challenges Form</th></tr>
<tr><td colspan="2">Directions: fill out the following form. You must provide a strength before you describe a challenge.</td></tr>
<tr><td>Name:</td><td>Return this form on (date):</td></tr>
<tr><td>Strengths</td><td>Challenges</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

Case Studies

Gathering Information During the Intake Interview

ALEX

During Alex's initial intake interview with Joel, the literacy coordinator at the Community Learning Center, he explained that he was tested for learning disabilities in elementary school. He remembered receiving special education services throughout his school years, and thought that his mother probably still had the records from school.

Alex also said that he never really understood his learning disability, but remembers going to special classes and feeling dumb.

Alex is frustrated because he cannot read and write. He wants to improve his skills so that he can get a better job and help provide for his wife and family. He is about to become a father and is fearful that he will not be able to read to his child. During the discussion, Alex expressed that he always understood a subject in school whenever it was read to him. However, he also said that while he understood what was being read to him, he had a hard time remembering information later and it was too hard for him to try to follow along as someone else read.

Joel explained that it would be important to determine his current reading and writing skills. Alex completed a reading and writing placement test and then a follow-up appointment was scheduled. Joel asked him to bring in his reports regarding his learning disability, if available.

At the follow-up meeting, Joel introduced Alex to his tutor, Wilma. Together, Joel and Wilma reviewed the placement testing with Alex. Joel explained that Alex has significant difficulty with sounds and single word decoding. They discussed his trouble with breaking down words into syllables. "That's true," Alex said. "I either know a word or I don't. If I don't know it, I guess, but I never know if my guess is correct." Because he is bright, he is able to guess at many words within context. However, because he can only decode a limited amount, he has limited his comprehension when he tries to read independently. Even with his guessing, he is able to obtain a reading score which is only at the end of grade 2 level.

During this follow-up meeting, Alex, Joel, and Wilma also reviewed the records brought in by Alex. These were not complete and Alex explained that his mother found only two things: a report which indicated that Alex had an average cognitive ability on an IQ test given to him in grade 6, and an Individualized Education Plan (IEP) from high school. The IEP included a listing of accommodations that had been implemented during his junior year: peer note-takers in class, oral exams, textbooks read to him, and/or taped texts. The IEP team had concluded, based on the diagnosis of learning disability, that accommodations would help Alex get through school and that programs to directly address Alex's literacy needs would not help him meet graduation demands. Although the IEP indicated that accommodations had been provided for Alex, there was little evidence that Alex had been taught how to request accommodations or to use them appropriately.

Alex agreed to sign a release form so that the Community Learning Center can secure additional records from school. Joel will then contact his school to request previous testing information and plan to meet with Alex and Wilma again.

DELIA

During the initial intake interview, Joel, the literacy coordinator at the Community Learning Center, asked Delia about her education and work histories. Delia talked about dropping out of school in the 9th grade because she was increasingly frustrated. Bored, she felt like she simply "wasn't getting it." Delia reported that she had a lot of trouble spelling and didn't like to write. She said she did not receive additional help for reading in school. Although she was well liked and had many friends, she continually fell behind in classes. The teacher seemed to always talk too fast, and Delia couldn't keep up.

Delia reported that since leaving school she has had a few different jobs—many of them involved working with plants—but she is frustrated with doing the same things at work day after day. She is 47 now, and doesn't want to leave her job, but she would like to be able to do some different tasks, which might include reading labels, writing reports, etc. She wants better opportunities at the nursery and she believes that this will be possible if she can improve her reading and writing skills.

Joel used Delia's information to determine the tests and sample tasks to use for her placement testing. To assess Delia's reading and writing skills, he selected materials that were the approximate skill levels at which he judged Delia able to perform, based on their discussion. The materials were also consistent with assessing performance relative to the types of reading and writing tasks Delia stated that she wanted to perform. Joel also kept in mind that Delia reported being frustrated by difficult literacy tasks, so he selected materials he knew were user-friendly in their implementation format and that would allow Delia to demonstrate both her strengths and weaknesses.

Delia took a reading placement test at the end of her initial intake interview. Results indicate that her sight-word reading ability is strong, and her word-attack skills are sufficient, although there are some problems noted in final digraphs. However, her comprehension skills are weak, and she has genuine difficulty with summarizing, sequencing, paraphrasing, and silent reading comprehension. She possesses basic knowledge about a variety of subjects, and answered concrete questions at a higher reading level. Joel noted that, in oral readings, Delia frequently asked to have the directions repeated, especially those that involved multiple steps.

Joel asked Delia whether she had had her hearing and vision tested recently. "That's funny," Delia said, "my boss just asked me if I needed my hearing checked because I keep asking him to repeat things." Delia said she had not had her vision or hearing tested in a long while and that she would be willing to have these assessments done locally. Joel gave Delia a list of places where she might be able to get free vision and hearing checks. Delia was able to get the vision and hearing screening tests done right away. Within a few days, she and Joel were able to have a follow-up meeting, and Delia was able to let him know that the vision and hearing tests did not indicate any problems.

Joel matched Delia with Jan, one of the program's most experienced tutors. Jan is talented and has participated in almost all of the ongoing professional development workshops sponsored by the CLC over the past several years. Specifically, Jan has received special training and is experienced in providing highly structured, direct, and explicit multisensory reading instruction. Jan also shares some important interests with Delia, particularly her interest in gardening.

Jan and Joel discussed the preliminary information gathered about Delia through the intake and placement testing process. Joel made sure that Jan understood that they must continue to gather information and will probably need to continually examine Delia's progress. He asked Jan to make observation notes about the tutoring sessions right from the outset, so that they can meet with Delia to discuss her reading progress and profile.

The Planning Phase

Planning for instruction is a critical phase. To keep the learner interested, motivated, and regularly attending class or tutoring sessions, you need to ensure that the lesson content, materials, and structure of the instruction match the learner's needs, interests, strengths, ability levels, and preferred ways of learning. For more information about planning for instruction, refer to *Guidebook 3: The Planning Process.*

Use the assessment/intake information gathered up to this point to answer the following questions:

- What is the best curriculum area for the learner to begin with?
- What are the learning goals and objectives?

- What should be taught in each unit and lesson?
- What materials are most appropriate for use with this adult?

The Instruction Phase

Some of the most valuable information about a learner comes from the practitioner's observations after instruction begins. It is here that the practitioner gains information needed to answer questions such as the following:

- What type of physical environment (lighting, noise, etc.) helps or hinders the learner?
- Does the learner need a lot of feedback, or is he or she comfortable working independently for short periods of time?
- What kinds of pacing does the learner need?
- How much reinforcement does the learner need to master a new skill?

For more information about the characteristics of adults with learning disabilities, refer to *Guidebook 1: Preparing to Serve Adults with Learning Disabilities.* For more information about effective instructional principles and teaching methods for adults with learning disabilities, refer to *Guidebook 4: The Teaching/Learning Process.*

The Review and Evaluation Phase

The review and evaluation of a learner's progress are done continuously throughout the instructional cycle. It is through both informal observation of the learner engaged in specific learning tasks as well as through more formal unit mastery tests that the practitioner can assess a learner's progress. During this stage of the instructional cycle, the practitioner and the learner gather information to help answer questions such as the following:

- How much progress is the learner making toward the stated learning goal?
- Which instructional strategies have worked best, and which need to be modified?
- Have any new needs arisen since the current instructional plan was put into place?
- What additional adaptations are needed in the educational plan or in instruction?

Case Studies

Reviewing and Evaluating the Instructional Plan

ALEX

When his school records arrived, Alex reconvened with Joel and Wilma to check his progress and review the records. The records clearly indicate that Alex had been diagnosed with a learning disability. Although Wilma is not an expert in learning disabilities, she is able to determine that Alex consistently has difficulty with word-attack skills and spelling, despite his average cognitive ability. According to the results of his school records, he showed performance characteristics that indicated that significant language processing problems were probably at the root of his reading problems. The report mentioned that dyslexia was suspected.

The school records help to confirm that structured reading instruction emphasizing the processing of language is appropriate for Alex. The records also indicate that the school had modified its instructional programs to include methods that would help Alex pay attention for longer periods and increase information processing. One teacher stated that she frequently had Alex say the word under his breath so that only he could hear the sounds while he used his finger to slide under each word part as he said it. She reported that this multisensory approach of saying the word, hearing the word, and physically responding gave him a strategy that he could use to sound out words when he was alone. Alex stated that he thought this approach helped him pay attention and think about what he was doing.

DELIA

After Delia attends four instructional sessions, Joel and Jan meet to discuss several observations Jan had made about Delia's reading strengths and weaknesses. Her observations confirmed what was learned in the initial intake and placement testing. Additionally, Jan noted that Delia has significant problems in sequencing and recalling information. The memory problems appear to slow Delia's learning of information and procedures; she seems to have problems accurately recalling procedures she had practiced with Jan in previous sessions, although it appeared at the time that she had mastered these procedures.

Joel believes there are indications that Delia may have a learning disability. He bases his opinion primarily on observations made since

Delia first came to the CLC. Joel has participated in numerous workshops on learning disabilities, sponsored collaboratively with other literacy programs in the region, and has worked with the clinic at the local university to better understand how individuals with learning disabilities might process information differently from other adults. Although he does not consider himself an expert in learning disabilities, he has begun to feel confident in his ability to detect consistent patterns of behavior that might indicate the presence of a learning disability.

Based on previous experiences with adults with learning disabilities, Joel notes that, both in testing and in one-on-one tutoring, Delia demonstrates consistent difficulty with specific word-reading skills, and with particular comprehension strategies. However, she seems to have developed some word identification and comprehension skills quite well. Also, Delia appears to have difficulties remembering what she has been taught, and these difficulties appear to be impeding her learning of certain skills. Because of a recent vision and hearing check-up, Joel knows that neither hearing nor vision problems are responsible for Delia's performance. He knows that learning disabilities most often affect specific areas of performance, instead of general performance, but that repeated problems in specific areas can, over time, cause general performance problems. Joel also knows that difficulty with organizing and remembering information for later use is typically associated with the presence of learning disabilities.

Because CLC has been working on developing policies and resources over the last few years to improve services for adults with learning disabilities, Joel spent some time reviewing the program's resource library. He also decided to contact one of the professors at the local university who specializes in learning disabilities at the clinic that he visited. At the same time, he and Jan tried to determine how to improve Delia's experiences at the CLC. After discussing their concerns, and after Joel discussed Delia's concerns with the staff at the university clinic, Joel and Jan decided to meet with Delia to discuss her progress, their concerns, and what the next steps might include.

SECTION 2

Screening for Learning Disabilities

Up to this point, the discussion has centered around assessment in general, *i.e.*, assessment for use in helping to shape good program decisions. In some cases, however, you and the learner may decide to use a screening instrument to determine the likelihood of a learning disability. A literacy program which considers the needs of persons with learning disabilities will also include the component of screening for learning disabilities.

It is important to note here that screening alone does *not* identify whether a person has learning disabilities. Screening is simply the first step in a much longer testing process. Results of LD screening are used by program staff to determine whether the learner should be referred for further testing which may lead to a diagnosis of learning disabilities.

The Role of Screening

In general, screening is done for a variety of reasons. For example, applicants for a driver's license must pass a vision screening test to determine whether their vision meets the requirements for being able to drive safely. More specific information about the person's vision, and how to correct impairments, would require testing by an optometrist or ophthalmologist.

Other screening instruments, such as academic screening tests, contain only a small sample of items from a variety of subjects (*e.g.*, reading, math, or spelling). Because the number of items is small, it does not take a lot of time to do this kind of screening. However, the results of this kind of screening are inconclusive: they do not diagnose the learner's academic strengths and weaknesses in each skill area, but only give a rough estimate of the learner's overall skill levels.

Screening instruments, including those for learning disabilities, have most or all of the following characteristics. They are

- helpful in determining the need for further testing;
- inexpensive;
- quick to administer, score, and interpret;
- appropriate for large numbers of persons, and may sometimes be administered in a group setting;
- narrow in purpose;
- able to provide a superficial assessment of several areas, such as language, motor, or social skills; and
- usable without extensive training of staff.

VISION AND HEARING SCREENING

Many adults have vision and hearing problems. Therefore, many participants in literacy programs may have vision or hearing impairments; moreover, these impairments may have hitherto gone undetected. Adults who struggle to see printed material, frequently ask for statements to be repeated, or seem unable to engage in meaningful dialogue may actually have vision or hearing problems. Therefore, a first step in the assessment process for adults who are experiencing difficulty learning should be referral for vision and hearing screening. Literacy programs can network with community agencies such as Lions' Clubs and the Red Cross to ensure that adequate vision and hearing screenings are available to their learners free or at reduced cost.

Screening Versus Diagnostic Testing

It is important to note here that screening is different from diagnostic testing. Screening results, by themselves, cannot determine the presence of learning disabilities. The results from screening are used by program staff and the learner to decide whether the learner should be referred for further testing with a diagnostic battery that could determine the presence of a learning disability. Screening for learning disabilities (1) is administered by literacy program staff, and (2) answers the question, "Should this person be referred for further testing to determine if he or she has a learning disability?"

Diagnostic testing, on the other hand, must be conducted by a qualified professional, such as a psychologist, clinician, or educational diagnostician, who is licensed to administer psychoeducational batteries. One of the questions that diagnostic testing answers is, "Does this person have a learning disability?" Only diagnostic testing, and not LD screening, can answer this question. The professional who administers the diagnostic testing prepares a written report which indicates the nature of the learning disability and makes recommendations for further actions, including appropriate interventions for the learner to meet with success.

Determining When to Screen

Screening can be administered at any time during the instructional cycle if the practitioner or the learner identifies the need. The practitioner's direct observation of the learner during instruction is probably the best source of information about the learner's likelihood of having a learning disability. However, program staff can elect to use an LD screening instrument to collect additional information about the learner. For a discussion of standards for selecting a screening instrument, refer to Section 3: Selecting Screening Instruments in this guidebook. For report cards on several screening instruments that have been evaluated in a double-blind review process using these standards, refer to Appendix B.

Literacy programs should have clear policies about screening for learning disabilities. For example, one option would be to conduct screening during the intake process for every adult who enters the program. The advantage of this policy is that you do not need to obtain the learners' informed consent. It is only when a procedure such as screening is used selectively for some, but not all learners, that you must obtain informed consent before you can legally proceed. (For a discussion of the process for obtaining informed consent, refer to page 24 of this guidebook.)

The disadvantage of conducting screening uniformly for all learners is that the procedure adds time to the intake process, although not everyone who enters an adult literacy program needs to be screened. Programs may find it more helpful to have the teacher or tutor work with learners first by observing each learner's progress and then refer for screening only those persons who are not making the expected progress.

Because of the limitations of available staff time and resources, every literacy program needs to answer the question, "Should time, effort, and money go into further instruction, or further assessment?"

Screening can take place at various points in the instructional cycle, as shown in Figure 2.1.

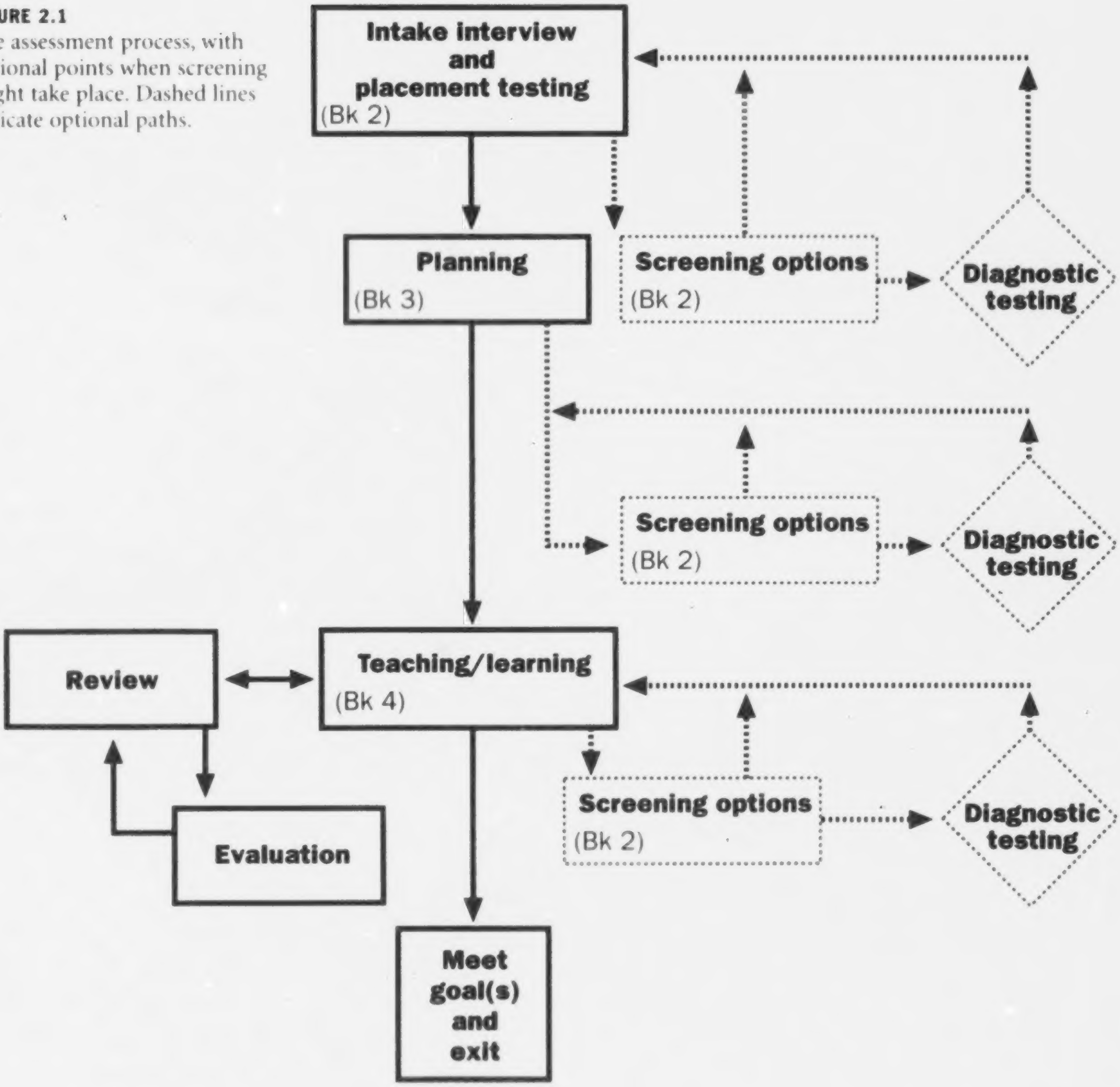

Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Screening options
(Bk 2)
Diagnostic testing
Screening options
(Bk 2)
Diagnostic testing
Review
Teaching/learning
(Bk 4)
Screening options
(Bk 2)
Diagnostic testing
Evaluation
Meet goal(s) and exit

FIGURE 2.1
The assessment process, with optional points when screening might take place. Dashed lines indicate optional paths.

Obtaining an Official Diagnosis of Learning Disabilities

There are advantages and disadvantages to being officially diagnosed with a learning disability. The practitioner should review both sides of the issue with the learner before proceeding. Whether screening results indicate the possible presence of learning disabilities, or the adult requests that a diagnostic evaluation be conducted, the learner needs to understand the possible consequences of an official diagnosis.

Advantages of an Official Diagnosis

The primary advantage of an official LD diagnosis is that the learner can obtain accommodations and protections necessary for success in instructional, work, and testing settings (*e.g.*, entrance tests to postsecondary institutions, certification or licensure testing, or GED testing). Persons with diagnosed disabilities are entitled to protections against discrimination. In addition, they are eligible for special services and accommodations. These protections are established under federal laws, such as the Americans with Disabilities Act (PL 101-336) and Section 504 of the Rehabilitation Act (PL 93-112) and accompanying regulations. (For more information about these laws, refer to *Guidebook 1: Preparing to Serve Adults with Learning Disabilities.*)

The other advantages of an official diagnosis are not as concrete as obtaining accommodations, but are equally important. The learner can take great comfort and relief in knowing the basis of his or her learning or performance problems. The diagnosis helps the adult both understand his or her learning disabilities and determine the best ways to address them. Diagnostic information can be both a source of emotional support for the learner and a guide for making instructional or accommodation plans.

Finally, the learner can now identify the signs of learning disabilities in others. Because learning disabilities can be hereditary, watching for these possible signs in his or her children can be helpful.

Disadvantages of an Official Diagnosis

There are two disadvantages of an official LD diagnosis. First, the cost of diagnostic testing can be prohibitive. Second, the diagnosis may not be worth the effort and resources required because it yields few positive consequences for the learner. In some literacy programs, an LD diagnosis may not change the services the adult receives in the literacy program, and thus the diagnosis may not have an impact on the learner's personal or work life. Literacy programs often can help the learner meet with success by making instructional adaptations, even though there is not a documented learning disability.

Sources of Diagnostic Services

Because few literacy programs have a psychologist on staff to conduct diagnostic evaluations for identification purposes, practitioners typically refer adults for services. Referrals can yield valuable results if the right professionals and agencies are involved. The learner most likely will depend on literacy program staff to provide specific recommendations about how and where to obtain a comprehensive evaluation for learning disabilities. Making a good referral requires knowledge of the community's resources.

An effective literacy program will identify professionals or agencies (such as public school systems, rehabilitative services, or mental health agencies) that can assist with a comprehensive evaluation. Depending on the age of the learner, *i.e.*, if the learner is under age 22, the schools have an obligation to evaluate persons with suspected learning disabilities. A vocational rehabilitation agency may be willing to accept a referral and conduct an evaluation for learning disabilities.

Within these agencies and systems, there are individuals who are qualified to complete an appropriate evaluation. There may be clinicians or licensed psychologists who work in counseling or in vocational rehabilitation. However, not all persons who are licensed to conduct the testing have sufficient information about adults with learning disabilities to make a diagnosis. Just as physicians specialize in particular areas of medicine, so do psychologists, and adults with learning disabilities is a specialized and emerging field. You should inquire about the evaluator's experience in the diagnosis of adults with learning disabilities before referring the learner for diagnosis.

You can assist both your program and your learners if you effectively communicate the information collected during the program's assessment process to the evaluator. It is a good idea to let the evaluator know the kind of information that would be helpful to you in providing literacy services. For example, literacy programs typically use a number of tests to indicate an adult's general achievement level. Therefore, additional general achievement information would not be needed. Diagnostic assessment of specific skills such as reading, writing, or math may be more helpful.

The Screening Process

If your program elects not to uniformly screen for learning disabilities for all learners, then you need a process for determining whether and when to selectively screen specific learners. The steps in this process are represented in Figure 2.2 and discussed in further detail below.

FIGURE 2.2

The Process for Determining Whether to Administer an LD Screening Instrument

1. Gather information about the learner	2. Review observations with the learner	3. Determine if the learner desires additional screening for LD	4.Select screening instrument	5. Obtain informed consent
	- Prepare summary and share with the learner - Ask the learner to interpret - Suggest options - Explain the process	- Provide assurance - Discuss next steps		

Step 1: Gather Information About the Learner

If you suspect a learner has a learning disability, you need to gather information, and the general rule is that more information is better than less. Look for the following possible characteristics:

LEARNER'S WORK HABITS

- refusal or reluctance to complete some tasks
- difficulty concentrating on tasks
- noticeable distraction caused by surrounding activity
- increasing frustration in completing tasks
- work turned in late
- difficulty following a sequence
- difficulty organizing work to get started
- inconsistent approaches to tasks

LEARNER'S WORK SAMPLES

- marked differences in the levels of achievement
- erratic error patterns
- trouble following the procedures of a specific task

INFORMAL CONVERSATIONS WITH THE LEARNER

- conversation breaks caused by misperceptions
- limited vocabulary
- inappropriate humor
- listening comprehension errors

LEARNER'S COMMENTS OR QUESTIONS (EXAMPLES)

- "My dad had trouble learning to read," and
- "I've wondered for a long time if there might be something wrong with me."

MEDICAL HISTORIES THAT SUGGEST DEVELOPMENTAL DELAYS OR DYSFUNCTIONS

- perceptual-motor problems
- use of medications to control attending behaviors
- health problems during the mother's pregnancy or delivery

OFFICIAL RECORDS RELATED TO DISABILITIES STATUS

- assessment results from other schools or agencies
- individualized plans available from schools or agencies that can be obtained with the learner's consent

Nearly all adult learners in a literacy program will have at least one of these characteristics. Therefore, you should not suspect the presence of learning disabilities if an adult displays only one or two of these characteristics. Instead, you should seek information in a number of different areas, not only to confirm your suspicions, but also to assist in planning the next steps. The time you spend collecting this information will be critical to further examination of your suspicion of learning disabilities. As you collect and examine the information, you should give yourself and the learner the benefit of the doubt. Look for disabilities, but be sensitive to information that would lead to a different conclusion.

Step 2: Review Observations With the Learner

You will want to review your collected information with the learner, and how you conduct that review is critical. Approach the discussion regarding your observations in a positive manner. Follow the guidelines below to ensure a successful review, which will provide the learner with important information and assistance for subsequent steps.

SHARE INFORMATION, BUT DO NOT OFFER DIAGNOSIS OR LABELING.
Tell the adult that you are not an expert in learning disabilities, but that you are concerned about all persons attending the program. State that you want everyone to be successful and, therefore, you want to share some information that you have collected. Have your information organized in a manner that helps you tell the story of your concerns. This organization may be chronological, according to content or skill areas, or it may be indicative of a performance pattern. Tell your story slowly. Allow time for the adult to consider the information. Be supportive. Do not offer a diagnosis or attempt to apply the label of "learning disabilities" to the adult.

ASK THE ADULT LEARNER FOR AN INTERPRETATION.
Your present goal is to obtain the clearest possible interpretation from the learner. This goal will require you to plan for a comfortable conversation. Posing the following questions to the learner may be helpful:

- Do you think this information is accurate?
- What do you think this information means?
- Why do you think __(skill)__ is difficult for you?

Step 3: Determine if the Learner Desires Additional Screening for Learning Disabilities

An essential issue is whether the learner wants to pursue further screening or diagnostic testing for identification purposes. In your discussion with the learner, you might want to make some of the following points:

- Other learners have found information from screening valuable in helping understand their achievement, regardless of the results.
- Your interests are in helping, but any further action is the learner's choice.
- The choice does not have to be made immediately.
- The choice does not affect participation in the literacy program.
- Costs for screening will not be charged to the learner.
- The decision can be changed at any time.

The preceding information is especially helpful when presented as a handout to be given to the adult. The adult will appreciate having a written record.

Step 4: Select a Screening Instrument

Literacy programs can use a screening instrument to determine the likelihood that the adult has a learning disability. (For detailed information on selecting screening instruments, refer to page 29 of this guidebook.)

Step 5: Obtain Informed Consent

If your program provides screening, you must obtain informed consent from the learner. Informed consent means that the learner knows what is going to happen, who will do the screening, and how the results will be used. Individual administrations of the screening require a signed consent form. The consent form should contain the following information:

- the name of the screening test(s)
- the interval of time for screening
- the purpose of screening
- who will see the results
- how the results will be used
- where the protocol forms will be stored and for how long
- the adult's signature and the date
- the program representative's signature

The learner should be given a copy of the informed consent form.

Case Study

Determining to Screen for Learning Disabilities

DELIA

In a meeting with Joel and Jan, Delia said she felt her tutoring was going "okay." She said she liked her tutor. Joel noted that they had not been as helpful as they could be. He asked Delia if she would like to participate in some further testing that could help them identify how she might learn more easily. Joel and Jan explained that further testing could give them additional information about Delia, including the possibility of learning disabilities. They also explained that the presence of learning disabilities might explain some of Delia's recurring difficulties in learning in the past.

Joel explained to Delia that the CLC staff has developed a screening process that involves collecting a variety of information about what and how she learns. He explained that the CLC's screening process is really only a first step in collecting information, and that it will help them decide whether further diagnostic testing for confirming a learning disability is needed. Joel described the entire screening process to Delia: the types of information that will be collected, how the information will be collected, and which tests will be used. He reminded Delia that the screening process will only help clarify whether a learning disability *may* be present and will not confirm a learning disability.

Delia asked Joel whether the screening process might just be a waste of time. Joel explained to Delia that confirmation of a learning disability may ensure her access to specific accommodations at work. Also, he assured Delia that the screening process adopted by the CLC will provide information that will help them design better instruction, regardless of her decision to pursue further testing, or even if she pursues further testing and a learning disability is not confirmed. "Our goal," explained Joel, "is to help you become more successful regardless of the outcomes of any test."

Delia agreed to participate in the screening process. Joel gave her a consent form that the CLC developed in collaboration with other literacy programs in the area. Joel explained the information on the consent form to Delia and suggested she sign it only after asking any questions that she might have. Joel was careful to remind Delia that signing the consent form would not force her to participate in any screening activities, and that she could change her mind at any time.

Presenting the Screening Results to the Learner

After you or your program have administered an LD screening instrument, you need to share the results with the learner. Screening results will yield a score or other information to indicate whether the adult should have further testing (diagnosis) for learning disabilities. The results of the screening might be used as follows.

Step 1: Prepare a Summary of the Results

Prepare the results in a written format so the learner receives a copy of the results. Include information about the learner's apparent strengths in the summary. These areas of strength are important contrasts to the areas of weakness.

If possible, the summary should contain other information available about the learner. This information might include other test results and examples of completed work, and would be supplemented by the results of screening. A pattern of performance on daily work or progress tests will be a more accurate indicator than results from a single screening measure.

Step 2: Review the Results With the Learner

Schedule a time to confidentially review the results with the learner. It is important to maintain a positive tone for this conference. The most important outcome of this conference is that the adult has a better sense of his or her strengths and weaknesses. With that information, the learner will be able to make better decisions about how he or she learns.

Because many learners may have difficulty recalling information, especially test information, it is helpful to provide a brief, written summary of the discussion. Perhaps most important is making a connection between the screening results and the decisions for action; that is, the next steps for the learner.

The following is a sample summary statement for Frank, a learner who has reading difficulties.

SCREENING RESULTS SUMMARY

> The daily work and placement test results show learning and good progress in writing skills. We will continue our work with the curriculum.
>
> The work in math shows steady improvement and Frank sees math as the most important area for working because of his current goals and job plans.
>
> Reading progress is slow and is the reason for contacting the school district and requesting a comprehensive evaluation for possible learning disabilities. The reading-related score on the learning disabilities screening test was lower than the score in any other area tested. The screening test results are attached.
>
> The school district contact person's name is (name) and her telephone number is (telephone). The signed consent form will allow us to exchange relevant educational information with (school district).

Provide the learner with two copies of the summary—a personal copy and a copy for the testing agency. The learner should sign a release of information form so that other relevant information also can be exchanged.

Step 3: Discuss "Next Steps" With the Learner

Discuss what the results mean for the learner, in terms of both continued instruction in the program and possible additional evaluation. Before meeting with the learner, make sure you are thoroughly prepared, by knowing the options available to the adult and the community resources and costs associated with your recommendations. Be prepared to answer any questions the learner may have about the referral process.

The following guidelines address three possible situations, or results of the screening process.

SITUATION 1: SCREENING INDICATES A LEARNING DISABILITY—REFERRAL FOR DIAGNOSIS IS MADE.

If the screening shows the possibility of a learning disability, discuss the diagnostic process and use examples to explain the screening–diagnosis relationship. Refer to pages 16-17 of this guidebook for a discussion of the differences between screening and diagnostic testing.

Confirming learning disabilities requires a formal assessment process that will affect program practices, resources, and policies, as well as the learner's self-perception. Each literacy program adopts its own referral process.

At this point, the learner needs to decide if she or he wants to pursue further evaluation. If so, then a referral for diagnostic testing can be made. With the documentation of the learner's performance and the screening results, you can make a referral to another agency or to a professional who can complete the necessary comprehensive evaluation.

SITUATION 2: SCREENING INDICATES A LEARNING DISABILITY—REFERRAL FOR DIAGNOSIS IS NOT MADE.

If the learner does not want to pursue further evaluation, you and the learner need to discuss how the evaluation results can be used in a positive way, for example, how the information collected can be used to modify instruction. Based on this discussion, you can set goals for improving the learner's future academic progression.

SITUATION 3: SCREENING RESULTS DO NOT INDICATE A LEARNING DISABILITY.

If the screening results do not indicate a learning disability, follow the guidelines for Situation 2.

Case Study

Presenting Screening Results to the Learner

DELIA

Joel followed the procedures adopted by the CLC for screening for learning disabilities with Delia. The information was collected over several sessions, and Delia continued to receive instruction from Jan as part of the screening process. Joel, Jan, and Delia met to discuss the results of the screening process to determine if there was enough evidence to pursue further testing by a psychologist to confirm or disconfirm a learning disability. The test results, in combination with the intake information, placement testing, Jan's observations, the results of trial teaching efforts, Delia's history, and the specific assessment information indicated the likelihood of a learning disability.

All sources indicated that Delia seemed to have skill deficits. The screening tests also demonstrated that Delia probably had problems performing relevant metacognitive tasks (that is, cognitive skills necessary to coordinate her own performance of specific skills). These metacognitive tasks included monitoring her word attack in words that contained final digraphs, accounting for important details for reading comprehension, and accurately recalling procedures she appeared to have mastered and committed to memory.

Delia, Joel, and Jan discussed options for next steps. They agreed that Jan would continue to focus on providing structured, explicit instruction to Delia. They also agreed to select a few skills at a time to work on intensively, including paying particular attention to how Delia performed them and how well she continued to use the skills. They also discussed the pros and cons of diagnosis. Joel told Delia that formal diagnosis could provide additional information related to instruction and give Delia certain legal rights in employment, education, and public access.

Delia decided against being referred for a formal diagnosis. She stated that she felt that she could make the kind of progress she needed by continuing to work with her tutor. Joel and Jan assured Delia that they could help her regardless of whether she wanted to seek formal diagnosis.

They provided Delia with the phone number and the name of a person that she could contact at a nearby community college resource program for students with disabilities. They explained that should Delia decide she wanted to know more about learning disabilities, including understanding what potentially having a learning disability might mean for her, the program had information and access to community resources Delia might desire. Some people, Joel explained, consider a learning disability to be negative much like a disease; others, however, recognize that learning disabilities are quite common and do not prevent accomplishment. "In fact," he continued, "with the rights and responsibilities appropriate to individuals with learning disabilities, some individuals become very positively empowered in education, work, and daily living."

SECTION 3

Selecting Screening Instruments

There are variations in the types of instruments that are available to literacy programs for screening for learning disabilities. The challenge is to sort through these alternatives and select the best screening instruments for your program.

Screening instruments can differ in format as well as quality. In terms of format, there are instruments that

- require answers to self-report questions;
- are based on observations by a third person;
- include an interview based on background information;
- require completion of a series of tasks; and
- use a combination of the approaches listed above.

Screening instruments differ in the tasks they pose; they also differ in quality. Some screening instruments have been developed with the idea that any instrument would be helpful. Although the developer's intention may have been good, the outcomes may not be helpful to the learner. A frequently occurring problem arises when a set of questions or tasks is collected and considered a "test"; that is, a set of observations recorded by an instructor is elevated to the status of providing an accurate measure about the learner.

Tests and screening instruments are expensive to create. For example, testing hundreds of people to create representative norms costs tens or hundreds of thousands of dollars. For this reason, test publishers want to make sure that there is a market for their product before they invest money in product development. There are many achievement tests because there is a large market for this type of test; school district personnel and parents want to know how well their students are doing. Special education departments legally need to administer more extensive diagnostic tests to identify students with learning disabilities. The result is dozens of diagnostic tests for school-age students.

However, there has not been a large market or a legal mandate for screening adults who have potential learning disabilities. For this reason, major test publishers have not developed screening tools for this market.

It is critical that screening tools be used appropriately. Important life decisions for adults should not be made based solely on informal checklists. Practitioners should not make decisions about the presence of learning disabilities and refer learners for comprehensive evaluations based only on the results of an informal, technically inadequate checklist.

Standards for Evaluating Screening Instruments

Why Standards Are Necessary

The decision about selecting LD screening instruments should not be taken lightly. Literacy programs need to have a basis for evaluating and comparing screening instruments, whether they are the newest instruments reported in a journal or ones that were developed 25 years ago. To make that comparison, each program should consider the characteristics that it wants in screening instruments. Those characteristics might be administrative and include such features as the amount of time required for completion, scoring, and interpretation.

In addition to defining desirable characteristics, programs need to agree on a set of standards. Standards serve as guidelines for making decisions and are essential for a complete evaluation of screening instruments. For a method of evaluating screening instruments using these standards, refer to pages 45-48 of this guidebook. You will find a list of screening instruments and separate "report cards" for each, detailing information related to the standards, in Appendix B; these report cards will enable you to make an informed decision as to which screening instrument to use.

How the Standards in *Bridges* Were Developed

The standards presented in *Bridges* were developed by practitioners in the fields of literacy and learning disabilities throughout the United States. When these providers and specialists were asked about important considerations for choosing screening instruments, they identified a number of different characteristics. From these characteristics, a list of ten standards was developed. The standards provide a means of comparing multiple screening instruments against a common framework.

Ten Standards for Selecting Screening Materials

Standards related to making good decisions about choosing screening instruments are presented in brief below and then described in further detail in this section. The ten standards can be categorized as follows:

ADMINISTRATION STANDARDS

1. The requirements for learning to use the screening material are reasonable.
2. Guidelines regarding whether to refer the individual for further testing are clear and reasonable.
3. The time required to conduct the screening procedures is reasonable.
4. The screening material allows accommodations for individuals with disabilities.

TECHNICAL DEVELOPMENT STANDARDS

5. The screening material adequately represents the full range of characteristics associated with learning disabilities.
6. The screening material is consistent with what is currently known about learning disabilities.
7. The screening material reliably measures the individual's learning characteristics.
8. The screening material accurately predicts who may have a learning disability.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language.
10. Research supports the links between screening procedures and instructional materials.

The information provided about each standard should be used to evaluate each material considered for adoption as part of the screening process implemented by a literacy program. The following explanations also provide essential information for comparing the Report Card on Screening Materials. (Examples of completed report cards can be found in Appendix B.)

Standard 1. The requirements for learning to use the screening material are reasonable.

This standard concerns the procedures, length of time, and level of effort required to learn and become proficient with the materials.

Information in the material's manuals should help you evaluate how well the screening measure meets this standard. For example, the administration manual should describe the training experiences necessary to learn the correct usage of the screening procedure, including who should administer the screening, how to score and interpret the results, and how to report the results.

Determining what is a "reasonable" training time or requirement is relative to your program's goals, resources, and staff characteristics. As in the other standards, you are in the best position to know which standards are most important to you and the criteria for meeting the standard.

Standard 2. Guidelines regarding whether to refer the individual for further testing are clear and reasonable.

Learning disabilities screening is the first step in an assessment sequence that seeks to determine if a person has a learning disability. LD screening is like the vision screening procedure you might encounter when you take your driver's license test. When the vision screening is complete, you know whether additional testing is necessary; that is, you want the screening to let you know when further evaluation is warranted.

To apply this standard, examine the test manual's section on interpreting results. The administration manual should describe the steps and information you should consider in deciding whether to refer the individual for further assessment of a possible learning disability. This information might be a particular cutoff score, pattern of test scores, or responses to test items. For example, the results of a screening material might indicate that if a person earned a score of 60, or exhibited 7 characteristics out of a given list, a referral should be considered.

Standard 3. The time required to conduct the screening procedures is reasonable.

Both staff and adult learners are particularly concerned about the amount of time required to complete a screening. Therefore, this requirement must be examined from both the examiner's and learner's perspective.

To apply this standard, again examine the test's manuals. The administration manual should indicate the time required to administer the screening, and whether the screening is timed or untimed. For complex screening procedures, the manual may also provide information about the time required to score, record, and interpret the results.

Another important aspect of this standard is whether the procedure can be administered in a group format, which makes the testing more efficient. If information can be collected for a number of students with a minimal increase in the examiner's time requirements, this efficiency furthers the importance of the standard.

For the time requirements to be reasonable, one could expect that the procedures yield accurate and useful information, considering the amount of time required by participants and the examiner.

Standard 4. The screening material allows accommodations for individuals with disabilities.

Some of the persons screened may already have an identified disability, for example, low vision, physical disability, or psychiatric disability. To get an accurate screening for learning disabilities, some accommodations may be necessary.

To apply this standard, examine the test's manuals, which may include information about modifications that are permitted in administrating the instrument in the way the adult completes it. For example, some accommodations may include extended time, or oral instead of a written protocol.

Standard 5. The screening material adequately represents the full range of characteristics associated with learning disabilities.

Learning disability is a term that describes a condition with specific manifestations. For example, one type of learning disability is difficulty in word recognition; that is, limited ability to recognize printed words presented in a list rapidly and accurately. A learning disability may also manifest itself in math calculations, mathematical reasoning, written and oral expression, listening comprehension, or reading comprehension. This standard indicates the importance of screening for these different types of manifested learning disabilities.

To apply this standard, again examine the test manuals, the technical manual, or other documentation that reports the characteristics of learning disabilities addressed in the screening procedure. Some examples are reading, math, social, oral or written expression, listening comprehension, vocational, or psychological abilities. These characteristics may be grouped into domains or areas, such as study effort, task perseverance, problem solving, social perception, or estimating answers.

Another good way to determine the assessed learning disabilities characteristics is to review the test items or the groups of scores calculated from the material. The information about learning disabilities included in *Guidebook 1* will assist you in understanding the range of learning disabilities characteristics.

Is it better to screen for the full range of learning disabilities in a mediocre manner, or to do an excellent job of screening for one specific type of learning disability? The answer to this question is not simple and depends on the consequences of screening, available resources, and options available. In general, use the best screening devices that you can identify for each area in which you suspect a significant learning problem. Screening materials that assess the full range of learning disabilities typically try to do too much compared to those materials that screen for a few types of learning disabilities.

The more narrow the screening content, the less likely that you will want to use it with all participants, such as during their initial entry into the program. For screening tests that examine a few areas, the program will need a process or series of steps for identifying who should receive that particular screening.

For example, if a screening measure is focused on reading, it should include content on the several components of reading. Such a measure, however, would provide little relevant information if the disability area is written expression or math calculation. The program would need a means of sorting who would complete which screening measure.

Standard 6. The screening procedure is consistent with what is currently known about learning disabilities.

This standard complements Standard 5 and emphasizes whether the content of the test is consistent with current explanations or theories of learning disabilities. The theories about learning disabilities have changed over time; therefore, assessments for learning disabilities should reflect those changes.

To apply this standard, review the test's manuals. Technical materials should provide the theoretical basis for developing the screening. These perspectives might be based on particular scientific or educational explanations of learning disabilities, such as neuropsychological, developmental, behavioral, ecological, and biochemical theories.

Many items in "homemade" screening materials are based on the test author's experiences over a period of time. A problem with this development plan is that the author or authors may work only with a limited range of the numerous individuals with learning disabilities. Developing a screening material based on such limited experiences can be misleading.

Be aware that a recent copyright date is not a sign that the screening procedure is based on current information about learning disabilities. A "new" test can still be based on dated notions of learning disabilities.

When you apply Standards 7, 8, 9, and 10, be sure that the persons for whom the screening material was originally developed and tested have similar characteristics to the persons you are likely to serve. For example, a screening material that was developed for college students most likely is not useful for persons trying to earn a GED diploma.

Standard 7. The screening material reliably measures the individual's learning characteristics.

This standard concerns the reliability of scores. You can also think of reliability as the precision or accuracy with which a score represents a person. When you take a test, you hope that the score accurately measures what you feel, know, think, or do. At the same time, you know that the test score may differ depending on your mood, the particular test form you took, or the examiner who scored it. Variations in one's score due to these factors are called "errors of measurement." These errors reduce the reliability of the score and, consequently, our confidence in the interpretation of the test score. Examples of interpretations include: likely to pass the GED Tests, pass or fail a class, should or should not be referred for further learning disabilities assessment, and so on.

Do not ignore the importance of reliable scores. As an advocate for the learners with whom you work, you have a right to know how much confidence you and the learner should have in the decisions you will make based on the test's scores.

Refer to Appendix C for additional specific information regarding reliability of scores, the types of reliability, and Standard Error of Measurement (SEM).

Standard 8. The screening material accurately predicts who may have a learning disability.

Screening procedures are designed for one primary purpose: to predict a particular outcome. The tuberculosis (TB) skin test is used widely because it does a good job of predicting who may have TB. In this standard, the emphasis is on the information that supports the use of the screening procedure for predicting who may or may not have a learning disability. This predictive value is one type of validity information.

To apply this standard, examine the test's manuals or published articles about the screening material. The manual should include information about validation studies. Additional information about the validity of a test score is included in Appendix D and will give you a broader understanding of a score's validity for accurately predicting learning disabilities.

Standard 9. The screening material accurately predicts a learning disability regardless of age, gender, race, ethnicity, or primary language.

In the preceding standard regarding predictive accuracy, all participants were treated as an analogous, or uniform, group. However, participants in literacy programs are distinguished by many characteristics, such as age, gender, race, language fluency, educational background, value systems, and ethnicity. Some of these characteristics may significantly influence how well a particular screening procedure works. For example, age or language differences might account for participants' answers to some test items. If these characteristics have an influence on the responses, the test score may be biased, and decisions based on those scores are more likely also to be biased. A screening procedure should include information about how a test was developed to minimize possible test score bias.

Standard 10. Research supports the links between screening procedures and instructional materials.

Screening materials have one primary function, which is to indicate the likelihood that a person has a learning disability. Persons with a greater likelihood of learning disabilities would be referred for an evaluation. Some screening procedures also offer information that might help plan an intervention or select instructional materials. These recommendations are based on the participant's score or pattern of scores.

If recommendations or even suggestions are based on a particular score, the tester and participant should have some assurance that the recommendation is substantiated by evidence. Just as you would want to know that the medication a doctor prescribes is appropriate for a given condition, the same assurance should be available for educational recommendations.

This assurance can come in the form of additional validation activities. Previous standards have indicated the need for validity evidence that supports the prediction of a learning disability and that the results are not biased for a particular group. To support the recommendation for a particular material, accommodation, intervention, or procedure, validity coefficients should indicate that the predictions are accurate. In other words, validity information should show that the screening test results can accurately predict which intervention, material, or procedure is better. Without that kind of information, the recommendations should be treated with extreme caution.

If the information is available, it will be stated in the test manual or other supporting documents. As in other predictive validation activities, the validity coefficient will vary from -1.00 to +1.00. The closer the coefficient is to 1.00, the more accurate the results.

Other Considerations in Evaluating Screening Materials

In addition to the ten standards, other factors may be part of the decision. These influences may include such items as the initial cost of the screening material, the cost per learner, and whether foreign language versions or alternate forms are available. These considerations are unique to each program and are best decided by the program staff.

Case Study

Choosing a Screening Instrument

DELIA

The screening process adopted by the CLC was designed to provide screening information for learning disabilities across a variety of areas. The staff had reviewed a variety of instruments and had completed some report cards to determine which instruments might work best in their program.

One of the tests that the CLC had used for several years seemed to be reliable, and program staff thought they would continue to use this test as part of their screening process. Although Joel was confident that the screening tool was appropriate for their program, his staff decided to complete a report card on it. They made a copy of the blank report card, and collected the information on each standard in a few afternoon meetings.

The requirements for learning to use the instrument were easily satisfied because staff had been using the instrument for some time. Joel was familiar with the test items and testing procedures, and had practice administering the screening (Standard 1). He checked the administration guidelines to be sure that he had been administering the screening instrument correctly, and he decided the time required was feasible (Standard 3). The test did not offer guidelines for deciding when to refer an individual for further testing, so Joel suggested to his staff that they should collaboratively interpret the results of this test to determine how strongly this test suggested a learning disability (Standard 2).

When the CLC screening process was being developed, not many of the staff members were comfortable with their knowledge about learning disabilities. Joel did three things to determine how well the instrument they were considering satisfied Standard 6. First, he asked the head of the university evaluation clinic, who was experienced in testing for learning disabilities, if she thought the test addressed aspects of reading that should be considered in screening for a reading-related learning disability. She thought it was an appropriate test.

Second, Joel contacted the publisher of the test. The publisher told him that "the test had not been designed as an LD screening tool nor had it been normed with a population with learning disabilities. However, it is widely used in adult literacy programs that surely include many adults with learning disabilities." This was information that Joel had not wanted to hear, and he realized that there was no firm evidence that the test was appropriate for screening for learning disabilities.

Third, he contacted other literacy program coordinators in his area and asked them if they thought the test was useful in screening for learning disabilities related to reading. Two of the coordinators of local literacy programs who used the test said they thought it provided valuable information, but they supplemented the test with other sources of information that might provide additional information about possible learning disabilities. With all this information in mind, Joel explained the pros and cons of using the instrument to his staff. Collectively, they decided they would not rule out use of the instrument based on Standard 6.

When the CLC staff began to evaluate the instrument based on Standard 7, they considered dropping the report card in the trash and using the test anyway. Everyone really liked the test, and was ready to go with it, regardless of its shortcomings. However, they decided to forge ahead because they agreed that the information gleaned from the instrument would be used to make important decisions that would affect the life of adults they served. To help his staff, Joel volunteered to take the time to read the information in Appendix D: Reliability and Validity in this guidebook and report back to the staff.

The first thing that Joel discovered was that it did not take long to determine the reliability and validity of the test if he completed each step as he read how to do it. Actually going through the process helped him understand more about what he was looking for. Despite the fact that he never felt like he really knew what he was looking for, he found a test-retest reliability score that *Bridges* told him was reasonable. Other reliability information was missing.

Because the test was not specifically designed as a screening tool for learning disabilities, Joel knew he would not find a predictive score for its ability to predict who may have a learning disability (Standard 8). However, he did find that the test had a good predictive score for identifying significant reading problems. He also found information in the test manual that indicated that the test had been normed with populations from various geographic regions and ethnic backgrounds (Standard 9). Because his staff was interested in these areas, he felt that the test met some of the conditions that were important for their program.

When reviewing Standard 9 on the report card, Joel realized that he had never checked the test manual to confirm the publisher's assurance that the test was appropriate for adults. By looking in the manual, he found the test had been normed with adults younger than most of the adults they were serving in the CLC. Also, there was not a breakdown indicating how many women had been included in the norming sample. Thus, the only validity coefficient Joel could find was for age. He found that the test had a predictive validity coefficient of .62 for young adults. Although it would have been better if the norming population included adults closer to the age of the adults served in the program, Joel thought it might be acceptable to use this test because it was one of the few tests that he had seen that had been normed on *some* adults. He knew from reading this guidebook that .62 was a reasonable coefficient, even though it was possible to get a score as high as 1.00. No item bias was presented.

Joel met with the staff and shared what he had found in the test manual regarding Standards 7, 8, and 9. The staff was surprised at how much information was missing, but agreed that it might be the best test they could find for their program. The staff continued to review the information on the test. The test materials only offered broad suggestions for instruction (Standard 10). The staff found no information on how the results of the test could be tied to instructional decisions. Joel stated that it was likely that individuals with educational expertise had developed the test, so they could probably trust the general instructional tips provided in the manual. However, the staff agreed that it would be up to them to identify the most appropriate instructional practices.

Joel and his staff reviewed the information he found for each standard. They commented that they had never considered a test so carefully before. One of the CLC staff stated that she wondered if there might be better instruments available. Joel stated that he realized that the publishers did not provide him with a lot of the technical information that the report cards indicated was important. As a staff, they realized that they needed to be more discriminating of the tests they used, and they would have to combine their best judgement with the little information they could find. Ultimately, they decided that they could use this test. They decided that the test satisfied the standards well enough overall for them to have some confidence in its results. However, they also decided they would have to supplement it with additional components to create a screening process that would provide enough information to help adults make decisions about seeking confirmation of a learning disability.

After reviewing the information on the report card, they decided to supplement the screening instrument with some other types of assessment procedures that they thought would provide helpful information. Since the instrument only covered one area related to learning disabilities, reading, they thought additional measures might be useful (Standard 5). They reviewed the set of completed report cards on screening instruments provided at the end of this guidebook and selected another instrument that would not take too long, but seemed like it might provide information not available from any other source.

The staff agreed that they would use these different types of assessments whenever they suspected a learning disability. They also agreed that all the information they collected about an adult as they participated in the program should be considered in the screening process.

Since the CLC staff had carefully considered their approach to screening, Joel felt fairly confident that he would be able to collect the information to help Delia make a decision about pursuing additional diagnostic testing. The screening process adopted by the CLC started with an interview of Delia followed by completion of some informal measures of performance. Delia was also asked to write five sentences about a topic. Jan, the tutor who had been working with Delia, was asked to fill out a checklist based on characteristics of individuals with learning disabilities.

Although Joel was confident that the screening tool adopted by the CLC was appropriate to use with Delia, he decided to review the report card to be sure. He quickly confirmed that the instrument met Standards 1, 2, and 3. Delia had no known disabilities, so the coordinator knew it would be alright to use the test despite the fact that it offered no guidelines for use with individuals with disabilities (Standard 4). Before beginning the test, Joel asked Delia if she wore glasses or contacts, or used any devices for hearing. Despite their earlier conversations that directed Delia to a hearing screening, the coordinator just wanted to be sure. He also asked Delia about potential test anxiety, and she stated that she was not anxious about taking tests.

The Selected Screening Instruments

A completed Report Card on Screening Materials for each of the screening instruments listed on pages 43-44 can be found in Appendix B. The report card provides a summary of the information available. Undoubtedly, there are other screening instruments available now that were not available at the time of this review or have subsequently become available. For that reason, carefully consider these findings as tentative until you can confirm that the reported findings still apply. Instruments that are not appropriate for screening for learning disabilities in adults are listed in Appendix C.

SCREENING MATERIAL	PUBLISHER
Academic Attribute Survey 2 Cost: None	**California Community College** 1107 9th Street Sacramento, CA 95814 Phone: (916) 324-2357
Bringing Literacy Within Reach: Identifying and Teaching Adults with LD Cost: $25.00	**Learning Disabilities Association of Canada** 323 Chapel Street, Suite 200 Ottawa, ON, Canada, K1N7Z2 Phone: (613) 238-5721 Fax: (613) 235-6391
Cooper Screening of Information Processing Cost: Video $15.00 Screening Instrument: none	**Learning Disabilities Resources** P.O. Box 716 Bryn Mawr, PA 19010 Phone: (800) 869-8336 Fax: (610) 446-6129
Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS) Cost: $190.50	**Riverside Publishing Co.** 425 Spring Lake Drive Itasca, IL 60143 Phone: (800) 323-9540 Fax: (630) 467-7192
Dyslexia Screening Instrument Cost: $69.50	**The Psychological Corporation** 555 Academic Court San Antonio, TX 78204-2498 Phone: (800) 228-0752 Fax: (800) 232-1223
Jordan Prescriptive Tutorial Reading Program Cost: $79.00	**Pro-Ed** 8700 Shoal Creek Blvd. Austin, TX 78757-6897 Phone: (512) 451-3246 Fax: (512) 451-8542 Fax: (800) 397-7633 (orders only)
Koller Adolescent and Adult Behavior Scale, Revised Cost: Forms: $2.00 Manual: $7.00	**Dept. of Education & Counseling Psychology** University of Missouri-Columbia 16 Hill Hall Columbia, MO 65211 Phone: (573) 882-5096 Fax: (573) 884-5989

SCREENING MATERIAL	PUBLISHER
Mississippi Assessment Technique for Identifying LD in Adults Enrolled in ABE Programs (MATILDA) Cost: None	**The University of Southern Mississippi** Southern Station Box 5154 Hattiesburg, MS 39406 Phone: (601) 266-4621 Fax: (601) 266-5141
Payne Learning Needs Inventory Cost: None	**Payne & Associates** 205 Lilly Road, NE Bldg. B, Suite A Olympia, WA 98506-5070 Phone: (360) 491-7600 Fax: (360) 491-0196
Phoenix Specific LD Quick Screen for Adults Cost: $3.00	**William Butler** P.O. Box 32611 Phoenix, AZ 85064-2611
PowerPath to Adult Basic Learning Cost: Starter Kit: $2,495 100 Consumables: $395	**The TLP Group** P.O. Box 1235 Columbus, OH 43216-1235 Phone: (800) 641-3532 Fax: (614) 481-7989
Screening Test for Adults with Learning Difficulties (STALD) Cost: None	**Texas Center for Adult Literacy and Learning** *No longer available*
Slingerland High School Level Screening (or the ID of Language-Learning Strengths and Weaknesses) ISBN: 0-8388-2282 Cost: $11.95-$15.95	**Educators Publishing Service** 31 Smith Place Cambridge, MA 02138 Phone: (800) 225-5750 Fax: (617) 547-0412
Strengths and Limitations Inventory: Vocational Cost: None	**University of Alabama-Birmingham** 901 S. 13th Street, Room 214 Birmingham, AL 35294 Phone: (205) 934-3440 Fax: (205) 975-7581

Evaluation Process for Screening Instruments

The following steps are useful for making decisions about which learning disabilities screening instruments will be useful for your program. Implicit in these steps is the assumption that you are familiar with the ten standards for evaluating the LD screening instruments you want to consider, and that you have a working knowledge of the report cards.

Step 1: Set Program Priorities

The ten standards are not ranked in order of importance because the standards that are important in your literacy program may differ from those in another program. Therefore, you should determine which standards are most important to your program. Many programs find that the standards that apply to the quality of the instrument are more important than the standards related to administrative issues, training requirements, or time requirements. However, an instrument that does not fit within the time available to staff will not work, regardless of its excellent reliability or attention to minimizing biased items.

A useful activity for determining your program's priorities is to describe the features you believe are important in an LD screening instrument. These features may or may not be represented in the standards. For example, you may decide that you do not have the time or sufficient information to complete an observational checklist of learning disability screening behaviors. Knowing such information will help narrow the possible choices.

In addition, if your program chooses to screen all new learners, you will need to be particularly sensitive to time and administration requirements. A group-administered instrument may be a realistic choice when staff time is limited and a number of adults enter the program at the same time.

Step 2: Review Screening Instrument Report Cards

The report cards provide a structure for applying the standards to various screening instruments. They also help you organize the information that you gather. Once that information is organized, it is easier to compare instruments. Allow yourself adequate time to review the standards and the report cards. The first few times that you complete a review, the lack of familiarity will likely slow you down. With practice, you will be more aware of the specific information needed and where you are likely to find it.

The report cards include spaces for recording

- the title of the test,
- pertinent information about the author(s) and publisher,
- format and setting information,
- summaries of all the standards,
- cues to guide you in your search for information, and
- your findings.

You will find a blank report card in Appendix A. In addition to the blank form, a list of the instruments and the evaluation of each can be found in Appendix B.

Step 3: Gather Information About the Screening Instrument

To apply the standards, you need several pieces of information. The review will proceed more easily if you gather this information before you get started. You will need a copy of the blank report card, a copy of the test directions, the test protocol or answer sheet, and all the information you have about the screening instrument you will evaluate. This information includes

- test administration manuals;
- technical development manuals providing information on item development, standardization, norming, validation, and criteria-setting;
- technical reports; and
- published test reviews from professional journals.

One other source to consider is your colleagues. Colleagues who have used the screening instrument have the practical experience that can substantiate the claims made by the publisher or author.

A completed protocol or answer sheet showing how the instrument was used can be helpful as well. For this reason, taking the test yourself or trying it out on someone can be useful. This experience will also help you interpret the information provided in the test manual or other technical reports.

You may be able to obtain a free copy of the test for review by writing or calling the publisher. Some publishers provide instruments for a period of time so that they can be reviewed. Even if a free copy is not available, you may be able to purchase a specimen set that includes many of the test instruments.

Some of the information required for evaluating an instrument may not be available in a manual, and at that point, you will need to decide the importance of that standard to your decisions.

Step 4: Develop Conclusions

Discuss your findings with your colleagues. Be tentative about conclusions until all information has been collected. If other staff have also evaluated instruments using the report card, share the results.

You should consider adopting an instrument only if it meets your minimum standards. The best screening instrument is not necessarily the one that meets the most standards. Refer to the program priorities that you set in Step 1 when you are forming your conclusions. For example, if a screening instrument meets many, or even most, of the standards, but has no information about its norm group, you may want to consider an alternative.

Step 5: Make Your Selection

Once you have several instruments that warrant further consideration, compare them on the different standards as well as on other considerations that are important for your literacy program. Such considerations include training costs, purchase price, cost per adult, ease of use, and availability.

You may find that you lack sufficient information for making a decision. In that case, do not decide yet! Gather more information.

Step 6: Use the Instrument

Integrate the screening instrument into your program's practices and procedures. This integration will require some attention to the details of deciding when and how to use the test and which adults are to be tested.

Experience tells us that changes occur in programs when learning disability screening is conducted. You will find that staff development training with all instructors is helpful; they will become better consumers of the screening information if they are given an overview of the instrument's content and how the results are to be used. Along those lines, staff development activities should clearly outline the limitations of screening to avoid over-interpretation of the results.

Step 7: Get Feedback From Your Staff

You are not likely to get a "money-back-if-not-satisfied" guarantee with your screening instrument. However, this should not stop you from reviewing your choice after a few months and deciding how well it is working for you.

In some situations, you may discover that the instrument is not as accurate as you had hoped. Perhaps the results are helpful, but program staff are having trouble using the instrument, or the procedures need to be changed for deciding who is to be screened. You may have selected the "right" screening instrument, but your program does not have the procedures or practices in place to use it efficiently.

Set a time limit (*e.g.*, 3 months) for using the instrument, and then have the staff review how satisfied they are with it. Instead of a time limit, you may elect to screen a specified number of adults and then have a review. A review process should be created so that program staff can work through any problems that arise.

Frequently Asked Questions About the Selection Process

How will using these standards improve our program?

We always use standards when evaluating something, but we may not always use the correct standards, and we may not always apply them consistently. By applying these standards, you will be consistently evaluating practices against their most important criteria.

Why should we use these standards?

These standards have been identified by adult educators as the most important to consider when selecting practices that will best serve the needs of adult learners with learning disabilities and their literacy educators. They are appropriate to use for all learners, whether or not they have learning disabilities.

What if the instrument doesn't meet the standard?

An instrument may not meet a standard. In this case, write that information on the report card. Be sure that you have checked all of the resources you can locate and that you have reviewed everything carefully.

What if I can't find the information?

If you can't find the information, note it on the report card.

Can I use information that partially answers the standards?

Yes. We often have to compromise and accept information that only hints at how well an instrument meets standards. If that is the best information you can find, write it down. Be sure to word it in such a way that you are clear it is not the information you were really after.

How do I know that the information I find is accurate?

There is no guarantee that the information you find is accurate. For that reason, it is best to look for as much relevant information as possible. Once you find information relevant to a particular standard, continue to review your other resources. You may find additional information or contradictory information. You are your own quality control; be confident that you believe what you are writing. Otherwise, look for more information or make a notation that you are uncertain about what you found.

SECTION 4

Systems and Program Change

A critical part of creating successful literacy programs is altering the way program leaders and practitioners think about change. Because all aspects of society can have an impact on the life of an adult, the mission for change is broad. Several interfacing systems, rather than one system, should be the target for needed change; *i.e.*, the social, educational, economic, judicial, and political support structures that affect individuals with learning disabilities.

To the practitioner, the notion of systemic change can be overwhelming. Therefore, the opportunity to create change must begin with those systems, or those aspects of an individual system, over which practitioners have direct control. Most certainly, practitioners have direct control over their own actions and their interactions with adults who have learning disabilities. From this perspective, personal growth through professional development is an important factor in systemic change. It is essential that practitioners commit to developing actions based on (1) understanding learning disabilities in adults, (2) valuing each learner, (3) creating partnerships with learners, and (4) creating a best-practices approach to assessment and instruction.

Practitioners are also in the position to influence the people with whom they work and to begin to shape the policies and procedures that define their programs. For this kind of program change to occur, dialogue among program staff is critical. Practitioners must use a shared knowledge base and work toward a shared vision. For this reason, professional

development opportunities must be designed to foster interaction among practitioners.

Gradually, practitioners can begin to move out of their own programs and begin the work of shaping other parts of the system that affect adults with learning disabilities. If all practitioners (whether they are working in a national agency or in a local literacy program) begin to work together to create change at the level at which they have control, then systemic change can occur.

The following assumptions about systems change can be used to guide program staff's thinking about improving services to adults with learning disabilities:

- Change is a process, not an event.
- Change is rooted in a shared vision of the need to change, and a clear understanding of the needs and goals of adults with learning disabilities.
- Change, and the goals for change, are defined at multiple levels within a system and are played out in each level; change is both a top–down and a bottom–up process.
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities.
- Shared as well as unique actions are expected of those at each level.
- Commitment, leadership, communication, and compromise are required at all levels.
- Equal attention must be given to the processes of planning, implementing, and evaluating actions and outcomes.
- Success is not contingent on a single person, group, or political agenda.
- Research-based practice in learning disabilities, appropriately adapted and translated for use with adults, is used to guide the formulation of policy, procedures, and actions.
- High-quality conversations about improving the life of those with learning disabilities are consistent, persistent, and pervasive.

Creating a Shared Vision and Developing an Action Plan

To develop a literacy program that is appropriate to the needs of adults with learning disabilities, program leaders must engage their staff members and other stakeholders within the larger community of service providers to review the literacy services currently being offered. Together, they may identify components of the program which could be improved to be more responsive to the needs of persons with learning disabilities. As they engage in this process of self-examination and strategic planning, they will be well served by creating a vision centered around the following program features.

Integrate Services with All Literacy Services

Services for adults with learning disabilities should not be thought of as a separate set of policies, procedures, and practices to be used with a few adult learners. Rather, it is more productive to conceptualize services for adults with learning disabilities as an integral part of *all* services that are provided to *all* adults who enter literacy programs. Once this perspective has been adopted, then all services can be systematically modified to address the significant number of adults in literacy programs who may have learning disabilities.

Ensure that Services Reflect Best Practices

It is true that many practices suggested in *Bridges to Practice* are built around practices that are good for all learners who may be struggling with literacy. However, it is also true that best practices related to serving adults with learning disabilities are based on the premise that good practices are already in place in adult literacy programs. Therefore, when adults do not learn, even though usually effective practices are in place, then more structured, direct, and intensive instructional practices are needed. These practices should be implemented and blended with appropriate legal accommodations and instructional adaptations, as necessary.

Adult literacy services that are appropriate for adults with learning disabilities are characterized as follows:

- Accommodations are provided to ensure access to services that would otherwise be available if learning disabilities were not present.
- Accommodations are provided based on the determination of learning disabilities by a formal diagnostic evaluation performed by a psy-

chologist or other qualified professional (*e.g.*, clinician or diagnostician who is licensed to administer psychoeducational test batteries).

- Practitioners are involved in advocacy and creating linkages to community resources. These linkages (including helping the adult obtain testing for confirming or ruling out learning disabilities) should promote understanding and change. This process increases the chances of success for adults with learning disabilities.
- Assessment practices allow for intensive probes to identify performance patterns. These patterns can indicate that an adult is processing information (*i.e.*, acquiring, storing, retrieving, expressing, and performing) differently from other adults. In other words, just providing more practice, independent learning activities, and presentation that include little interaction, guidance, or feedback will not significantly enhance performance. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- A carefully thought-out process for screening for learning disabilities is embedded in the overall assessment process. This process should involve a review of multiple information sources that eventually leads to a decision to discuss the possibility of learning disabilities and the potential advantages and disadvantages of seeking formal diagnostic testing by a qualified professional. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- Staff are trained and have the resources to plan, select, and implement a variety of curriculum options, including self-advocacy. (For further information on the planning process, refer to *Guidebook 3: The Planning Process.*)
- Individual and group instruction incorporates research-based principles for teaching individuals with learning disabilities. (For further information on the teaching/learning process, refer to *Guidebook 4: The Teaching/Learning Process.*)

Initiating Change

The following five steps are critical to initiating the change process:

1. Bring all stakeholders together to create a shared vision and develop an action plan.
2. Enlist administrative support.

3. Provide meaningful and ongoing professional development opportunities.
4. Identify resources.
5. Continuously monitor and improve the change process.

These five steps are described in greater detail below.

Step 1: Bring the Stakeholders Together

There are many specialized programs available to persons with disabilities in various public and private community organizations. Unfortunately, the potential impact of these programs is often weakened because they do not connect with other local programs to create a more comprehensive network of services. Adults and literacy programs need to enlist the assistance of a broad base of community organizations for two major reasons:

- The more that groups are enlisted as partners in the change and development process, the more likely systemic change will occur. Literacy providers are in a unique position because they can bring a variety of these stakeholder groups together to create a shared vision and to develop an action plan to bring about change.
- The resources and costs needed to provide appropriate services can be significant. Literacy practitioners are in a position to understand the needs of adults with learning disabilities and to locate community resources that are free or available at a reasonable cost. In addition, literacy practitioners can work with other community organizations to arrange collaborative partnerships that can create access to resources and advocate for changes in policies and procedures that could improve access for adult learners.

By developing community linkages, literacy programs may be able to

- help adults who desire testing to confirm learning disabilities to gain access to formal and professional diagnostic testing administered by a psychologist;
- obtain training opportunities needed for family, community, and employment success that are beyond the mission of the literacy program;
- obtain social and emotional support for adults to discuss issues involving living with learning disabilities; and

- promote advocacy by assisting in securing civil rights protections and appropriate accommodations for learners.

The following state and community services may assist adults with learning disabilities. Contact information for many of these organizations can be found in the Resources for Learning section in this guidebook.

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD)

This group can provide information, support, and advocacy for persons with learning disabilities who have been diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). They may also be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

DEPARTMENT OF VOCATIONAL REHABILITATION OR DEPARTMENT OF REHABILITATIVE SERVICES

This is a federally supported, state-run agency that provides employment services to adults with disabilities. Policies related to testing and services vary from state to state. Services provided may include covering costs for literacy training, diagnostic testing, job training, or college courses. Diagnostic testing for learning disabilities to determine eligibility for support can be provided as part of entrance into programs.

DISABILITY COUNCILS

Many communities have representatives from a variety of community groups working together to coordinate policies and services and to advocate for people with disabilities.

EMPLOYER-SPONSORED JOB-TRAINING PROGRAMS

Many businesses sponsor literacy or job training. Their personnel departments may have individuals who coordinate or deliver these training activities.

HOSPITALS

Some large hospitals collaborate with community agencies to provide diagnostic testing for learning disabilities. Some literacy groups have cultivated these relationships because hospitals regularly deal with Medicaid regulations and procedures, which allow for payment for diagnostic testing. While most literacy programs do not have the infrastructure to access these funds, large hospitals do.

INDEPENDENT LIVING PROGRAMS

These programs may pay for some literacy services.

INTERNATIONAL DYSLEXIA ASSOCIATION

This group, formerly known as the Orton Dyslexia Society, can provide information, support, and advocacy for persons with learning disabilities. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

LEARNING DISABILITIES ASSOCIATION (LDA)

This group can provide information, support, and advocacy for persons who have or may have learning disabilities. There are LDA chapters in most states. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

MEDICAID/MEDICAL INSURANCE PROGRAMS

Some medical programs may pay for literacy services and diagnostic testing. Early Periodic Screening Diagnosis and Treatment (EPSDT) services may be available. The Health Care Finance Administration (HCFA) is responsible for Medicaid and has policies for covering the expenses of some diagnostic testing.

POSTSECONDARY EDUCATIONAL INSTITUTIONS

Most universities, colleges, and community colleges have testing and other services for persons with disabilities or suspected disabilities. Faculty may also be willing to collaborate in providing free or reduced-cost testing and other services as part of psychologist and teacher training efforts. For example, groups of programs can arrange to have graduate students perform testing under the supervision of a psychologist.

PRIVATE PSYCHOLOGISTS

The yellow pages include the names of certified psychologists who can provide formal diagnostic testing and may arrange follow-up services. Some psychologists work with community agencies, and a group of local organizations might be able to contract for testing at a reduced cost.

PRIVATE SCHOOLS

Some private schools offer services and diagnostic testing for adults with learning disabilities, and may be willing to make flexible payment arrangements for adults with limited resources.

PROGRAMS SUPPORTING WELFARE REFORM

Many individuals on welfare may have learning disabilities. A number of agencies addressing welfare are supportive of efforts to identify adults with learning disabilities and find appropriate interventions to help them move to self-sufficiency.

PUBLIC SCHOOLS

Special education services provided through IDEA may be available for young adults under 22 without high school diplomas. These services can include diagnostic testing.

SUPPLEMENTAL SECURITY INCOME (SSI)

This program can provide direct income to persons with disabilities. Diagnostic testing to determine eligibility for support is also provided.

SUPPORTED EMPLOYMENT SERVICES

This program can provide for job training and job coaches.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Vocational programs have education and training services that can meet the needs of adults with learning disabilities. These programs may need information about accommodations and how to provide better instruction in mixed-ability classrooms.

Programs that provide testing may have a psychologist test adults with learning difficulties. However, the psychologist may determine after testing that the difficulties are not severe enough to quality for the learning disabilities diagnosis. For others, the severity will be sufficient to qualify for this diagnosis. The psychologist's report will provide documentation that enables the adult to become qualified for the rights to protections as a person with a disability, including the right to accommodations in testing and in the workplace. More information on issues related to obtaining formal diagnostic testing is included in *Guidebook 2: The Assessment Process.*

Step 2: Enlist Administrative Support

Literacy teachers and tutors cannot effect broad-sweeping change by themselves. They may be able to make some changes in the way they work with adults with learning disabilities, but they need the support of program administrators, from the chief executive officer level to the literacy program leaders, to make the change process successful.

Program leaders can bring together the various community stakeholders, encourage the creation of a shared vision, and work toward identifying agencies to which learners can be referred for issues such as diagnosis of learning disabilities, vision and hearing screening, employment support, and health care. Program leaders can also ensure that literacy program staff have the opportunity to meet frequently and engage in meaningful dialogue about the change process and their progress toward their stated goals.

Step 3: Provide Meaningful and Ongoing Professional Development Opportunities

Literacy programs should have a vision about the nature of, practices for addressing, and legal issues associated with learning disabilities. This vision is most effective when shared by program staff and a variety of community organizations, and requires an investment in high-quality professional development opportunities focused on improving services for adults with learning disabilities.

Staff should select program and professional development activities based on a long-term commitment to increase the success of adults with learning disabilities. Most practices require an initial investment of three to five years to introduce a practice to the staff in a literacy program. After a practice is in place, continued success of the practice requires an ongoing investment of resources and staff time to update and review the practice and to ensure that it stays effective.

Step 4: Identify Resources

To effect change, literacy program leaders and staff need to work with other stakeholders to identify resources which will allow for increased contact time with learners, frequent high-quality professional development opportunities, specialized program staff (lead teachers or learning disabilities specialists), and other elements which will improve the quality of services provided to adults with learning disabilities.

Step 5: Continuously Monitor and Improve the Change Process

After developing an action plan, literacy program staff need to continuously monitor their progress toward goals and adjust the plan, as appropriate. To assess the process effectively, program staff should consider the following questions:

- What are the criteria for evaluating the change process? (For example, how will success be measured?)
- Who will provide the evaluation input?
- Who will review the results?

- How will the results be used?
- Who will monitor the desired outcomes?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement be communicated and encouraged?

Indicators of High-Quality Services

Literacy program staff can evaluate their progress toward developing high-quality programs by ensuring that the programs have the following characteristics on this checklist:

AN ASSESSMENT PROCESS SENSITIVE TO LEARNING DISABILITIES SERVES AS AN UMBRELLA FOR ALL PROGRAM SERVICES.

☐ Written policies, procedures, and practices ensure that assessment activities are tied to decisions that are required to deliver high-quality services to learners at each phase of the literacy program.

☐ Written policies, procedures, and practices ensure that assessment activities evaluate how the adult is learning, as well as what the adult has learned.

☐ Written policies, procedures, and practices ensure that there are appropriate activities for determining at intake if an adult has previously been identified as having a learning disability.

SCREENING FOR LEARNING DISABILITIES IS CONCEPTUALIZED AS AN ONGOING PROCESS THAT IS LINKED TO THE OVERALL ASSESSMENT PROCESS.

☐ Written policies, procedures, and practices ensure that staff know how to identify patterns of behavior that might suggest the presence of learning disabilities.

☐ Written policies, procedures, and practices define the activities that comprise an ongoing process for screening for learning disabilities.

☐ Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.

☐ Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice, and compensate for shortcomings by collecting other assessment information.

THERE ARE CLEAR GUIDELINES FOR ALTERING INSTRUCTION BASED ON DIFFERENT TYPES AND LEVELS OF ASSESSMENT INFORMATION.

- ☐ Staff understand how the screening process adopted by the program is linked to the overall assessment process.

DECISION-MAKING IS COLLABORATIVE AND IS BASED ON A VARIETY OF PEOPLE REVIEWING A VARIETY OF SOURCES OF INFORMATION.

- ☐ Written policies, procedures, and practices ensure that staff understand the process for making decisions about implementing specific screening activities for learning disabilities.
- ☐ Written policies, procedures, and practices ensure that decisions are based on multiple sources of data.
- ☐ Written policies, procedures, and practices ensure that staff know how to counsel learners about options and services when learning disabilities are suspected.

STAFF WORK TO LINK LEARNERS WITH OTHER GROUPS TO OBTAIN REQUIRED ASSESSMENTS THAT ARE BEYOND THE SERVICES PROVIDED BY A PROGRAM.

- ☐ Written policies, procedures, and practices demonstrate that there is a process for linking the learner to community resources that can provide more intensive and formal diagnostic testing for learners who desire more information about potential learning disabilities.
- ☐ Staff members know the formal diagnostic testing process that is used for legally confirming a learning disability.
- ☐ Staff members know how to use information from reports provided by a psychologist to modify literacy services.
- ☐ Written policies, procedures, and practices ensure that staff modify literacy services based on information included in reports provided by a psychologist.

ASSESSMENT PROCEDURES LEAD TO PLANNING AND TEACHING ACTIVITIES THAT INCREASE THE SUCCESS OF ADULTS WITH LEARNING DISABILITIES.

- ☐ Written policies, procedures, and practices ensure that assessment information is used to shape goals, plans, and the selection of appropriate curriculum options to help the learner achieve goals.
- ☐ Written policies, procedures, and practices ensure that assessment information is used to select appropriate instructional methods, including legal accommodations and instructional adaptations.

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Suggested Readings

These references were selected by special education and adult education professionals during the field-test and review process of developing *Bridges to Practice.*

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APPENDIX A

Sample Report Card on Screening Instruments

National ALLD Center Report Card on Screening Instruments

Screening Material ____________________

____

Publication Date ____________________

Edition ____________________

Author ____________________

Publisher ____________________

Address ____________________

____

Phone ____________________

Fax ____________________

Initial Cost ____________________

Usage Cost ____________________

Multiple Forms ☐ Yes ☐ No

Administration Setting ☐ Individual ☐ Group

Administration Format ____________________

Observational Checklist ☐ Self-Report ☐ Task Completion

Non-English Version ☐ No ☐ Yes (Specify) ____________________

Target Population/ ____________________

Learner Level(s) ____________________

Features ____________________

____

____

What & How It Measures ____________________

____

____

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	

Report Cards on Selected Screening Instruments

The following instruments have a completed report card:

Academic Attribute Survey 2
Bringing Literacy Within Reach: Identifying and Teaching Adults with LD
Cooper Screening of Information Processing
Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)
Dyslexia Screening Instrument
Jordan Prescriptive Tutorial Reading Program
Koller Adolescent and Adult Behavior Scale, Revised
Mississippi Assessment Technique for Identifying LD in Adults Enrolled in ABE Programs (MATILDA)
Payne Learning Needs Inventory
Phoenix LD Quick Screen for Adults
PowerPath to Adult Basic Learning
Screening Test for Adults with Learning Difficulties (STALD)
Slingerland High School Level Screening
Strengths and Limitations Inventory: Vocational

National ALLD Center Report Card on Screening Instruments

Screening Material Academic Attribute Survey 2

Publication Date 1993

Edition

Author

Publisher California Community College

Address 1107 9th St.

Sacramento, CA 95814

Phone (916) 324-2357

Fax

Initial Cost None

Usage Cost

Multiple Forms ☒ Yes ☐ No

Administration Setting ☒ Individual ☒ Group

Administration Format Interview

Observational Checklist ☒ Self-Report ☐ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) Community college adult students

Features helps predict future academic performance; cassette tape testing alternative for students with more limited reading skills

What & How It Measures academic attributes through a short, 21-item or longer 44-item rating scale for either the Intake Screening Component or the Processing Deficit Component. Subscales are language, math, assignment, learning, spelling, effort, and self-evaluation.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• Manual (p. 52): Must read all instruction and complete the scoring samples. • (p. 51): Sensitive to students and good interpersonal skills. • No mention of time required to learn.

* This material is not published separately from the instructional material. It is found in the Appendix of the Jordan Prescriptives Tutorial Program Instructor's Manual.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• Tech. Report (p. 7): Total attribute score is used for determining eligibility. • (p. 74): Criterion score is less than 84. Scores less than 84 meet the eligibility criterion. • (p. 80): "Scoring Page" to chart scores.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• Tech. Report (p. 5): Long version takes less than 25 minutes; short version requires less time.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• Tech. Report (p. 14): Mentions that an individual with physical disabilities participated in the sample, but there is no mention of accommodations provided. • No research provided.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Tech. Report (p. 9): Subscales were chosen based on surveys administered to students and reviewed by LD specialists. • Subscales included: oral expression, math skills, learning ability, classroom performance, self-direction, long usage, language expression, new learning, and high math skills.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• Tech. Report (p. 20): Item analysis was done to compare scores of LD and non-LD students. Two items were dropped as a result. • (p. 57): Items were reviewed by community college staff who served LD students; 10 items were found to be confusing and were further reviewed by LD specialists in community colleges and other regions.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• Tech. Report (p. 7): SEM was reported for different age groups. • Temporal reliability reported: .79 to .93 for long version; .77 to .94 for short version

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• Tech. Report (p. 58): Classification accuracy was 78% to 85%; 15% of non-LD participants were predicted as LD; 16% of LD participants were predicted as non-LD.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• Tech. Report (pp. 14–19): Participants were selected from a variety of community colleges, ages, genders, and ethnic groups.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No references were made to specific instructional materials to be used.

National ALLD Center Report Card on Screening Instruments

Screening Material Bringing Literacy Within Reach: Identifying and Teaching Adults with LD
Publication Date 1991
Edition
Author

Publisher Learning Disabilities Assoc. of Canada
Address 323 Chapel St., Suite 200
Ottawa, ON, Canada, K1N 7Z2
Phone (613) 238-5721
Fax (613) 235-6391

Initial Cost $25.00
Usage Cost

Multiple Forms ☐ Yes ☒ No
Administration Setting ☒ Individual ☐ Group
Administration Format Interview
Observational Checklist ☒ Self-Report ☒ Task Completion
Non-English Version ☒ No ☐ Yes (Specify)
Target Population/ Learner Level(s) supplemental to students in existing literacy programs.
Features manual prescribes teaching strategies for skills assessed; implementation adaptable to various learning environments.

What & How It Measures characteristics of learning disabilities and levels of skills (reading, writing, spelling, numeracy, and calculation) through an interview and performance tasks given by the tutor.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• (Acknowledgments back page): Use of "tutor" in text applies to any individual teaching literacy skills to adults. • (p. 10): Examiner should be familiar with interview and test items before implementing. • (p. 13): Tutor conducting screening questionnaire should be experienced in interviewing. • (p. 33): The informal assessment testing "should be carried out by tutors with experience in test administration in the specific subject areas."

	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• (pp. 11–12): Material consists of a Screening Questionnaire checklist to "assist in identifying adults who may be at risk for having learning disabilities" and an informal assessment checklist to help identify specifically related skills. Additional use of standardized academic tests and/or professional consultation if assessments are not sufficient are recommended. • (p.13): Instrument is an informal assessment to identify students at risk. "A definitive diagnosis would require a more extensive evaluation with a specialist in learning disabilities. • No formal benchmarks for referral. Largely based on assessment conductor's own judgment.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• (p. 13): Screening questionnaire takes one hour, the Summary Checklist should be "completed immediately following the interview." • No time mentioned for informal assessment. • No scoring.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• (p. 6): Section on awareness of potential emotional sensitivity of adults with LD. • (pp. 78–83): Section of "General Teaching Strategies" considered "helpful in all aspects of teaching literacy to an adult with learning disabilities." inclusive of generalized statements concerning a "student-centered approach," support and encouragement," and "attention." • However, no specific LDs or other disabilities mentioned, nor any research given.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Informal assessments cover: reading (37); written expression (53); spelling (59); numeracy and calculation skills (69); these include aspects such as comprehension, visual/spatial/auditory/motor, memory, etc. • No validity or other research given.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• (p. 1): Based on the "combined efforts of learning disabilities experts, literacy coordinators and representatives of literacy organization across Canada, the LDAC developed a screening procedure and teaching strategies for literacy programs, as contained in this manual." Product was developed to complement existing literacy programs, and can/should be adapted to other learning environments. • (pp. 2–5): Gives "definition, causes and frequency of LDs." • (p. 163): A section of "further information and resources." • No technical information given. • No research on 'how test items were developed and validated.'
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No reliability or other technical information provided.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• (pp. 11–13): Assessment not sufficient in determining LDs; material designed to identify students at risk for LDs (definite diagnosis requires a LD specialist's evaluation). • No validity or other technical information provided.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• (p. 13): Material assists, not predicts, LDs; assessments may distinguish individuals "at risk." • (p. 1): Emphasis for use of material is within an adult literacy program. • No research provided.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• (p. 12): Assessment may lead to further testing, though no research or instructional options to consider next.

National ALLD Center Report Card on Screening Instruments

Screening Material Cooper Screening of Information Processing

Publication Date

Edition

Author Richard Cooper, Ph.D.

Publisher Learning Disabilities Resources

Address P.O. Box 716
Bryn Mawr, PA 19010

Phone (800) 869-8336

Fax (610) 446-6129

Initial Cost $15.00 for video; no charge for screening instrument

Usage Cost

Multiple Forms ☒ Yes ☐ No

Administration Setting ☒ Individual ☐ Group

Administration Format Interview

Observational Checklist ☐ Self-Report ☒ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) adult students

Features demonstration of screening process through a 110 minute video.

What & How It Measures Learning disabilities characteristics through a self-directed 50-minute questionnaire.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• No indication of training needed to administer. • Intro page states that the screening is to be given by a "teacher." • The video is crucial to understanding how to administer and score the screening.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• No indication of when to refer on to further testing. Dr. Cooper addresses various scores and what to do for the person, within the program.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• No indication whether the screening is timed or not timed. • The sample screening on the video lasts approximately 30 minutes.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No indication of accommodations, but it does require the person being screened can read and write.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• No research on validity is indicated.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• On the video (35:00) Dr. Cooper explains the basis for each question and what particular answers can imply. However, he does not discuss the validity of the material.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No reliability or SEM information is given.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No validity information is given.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• No research is indicated, linking particular instructional materials to this screening's results.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No research is indicated. Questions in the "Social and family" portion of the material are heterosexual in content.

National ALLD Center Report Card on Screening Instruments

Screening Material Diagnostic Assessment of Reading with Trial Teaching Strategies (DARTTS)

Publication Date

Edition

Author

Publisher Riverside Publishing Co.

Address 425 Spring Lake Dr. Itasca, IL 60143

Phone (800) 323-9540

Fax (630) 467-7192

Initial Cost $190.50

Usage Cost

Multiple Forms ☐ Yes ☐ No

Administration Setting ☐ Individual ☐ Group

Administration Format

Observational Checklist ☐ Self-Report ☒ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) no information available.

Features sentence dictation, math problems, and reading sections.

What & How It Measures identification of common learning disability/dyslexic characteristics; letter and number knowledge, writing and phonics abilities.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• DAR Manual (p. 1): Before administering, teacher should read the manual. • (p. 5): Designed for use by classroom teachers, reading specialists, SPED teachers, psychologists, and "other professionals who help students read." No special training or instruction besides the manual.

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* DAR is the assessment portion; TTS are the teaching strategies to be used.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• DAR Manual (p. 30): Interpretive profile to record results. • Program Overview: Determine level to begin teaching strategies (Side 1) based on DAR scores. • No guidelines for referral for more testing; it goes right into teaching strategies.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• DAR Manual (p. 5): No set time requirements; it should take 20–30 minutes per student. • TTS Manual (p. 7): No set time requirements; it usually takes 30 minutes. (p. 2):Table 1 gives estimated time per lesson.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No mention of accommodations that can be made.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• No research provided. • Manual (p.2): DARTTS covers reading, including word recognition, reading accuracy, and reading comprehension.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• Catalog (p. 36): Research included item tryouts with 1,664 students and norm-referenced after DARTTS. • No info about content validity.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No reliability measures included.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No research about prediction of LD included.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• DAR Manual (p. 2): for individual reading at grade levels 1 to 12. • No research included.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No research provided to support link between DAR and TTS. • No mention of instruction options to use next.

National ALLD Center Report Card on Screening Instruments

Screening Material Dyslexia Screening Instrument

Publication Date 1994

Edition

Author Coon, Waguespack, Polk

Publisher The Psychological Corporation

Address 555 Academic Court
San Antonio, TX 78204-2498

Phone (800) 228-0752

Fax (800) 232-1223

Initial Cost $69.50/set

Usage Cost Rating forms: $12.00/pkg of 25

Multiple Forms ☐ Yes ☒ No

Administration Setting ☒ Individual ☐ Group

Administration Format Interview

Observational Checklist ☐ Self-Report ☐ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) grades 1-12, ages 6-2

Features reliability and validity information; scoring software to analyze and classify ratings.

What & How It Measures rating form consisting of 33 exhibited academic and linguistic characteristics; designed to describe characteristics associated with dyslexia and to discriminate between at-risk students and those not at risk.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• (p. 3): No formal training mentioned; nevertheless, computer knowledge seems appropriate, and "a classroom teacher who has worked directly with the student for at least 6 weeks should complete the rating forms." For grades 1–5: a teacher of a variety of subjects. For grades 6–12: reading, English, or language arts teacher.

* Scoring software requires: IBM compatible, DOS 3.0 or higher, 5 1/2" or 3 1/2" floppy drive.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• (p. 5): Based on score produced by software — a failing score indicates a student at risk for dyslexia; assessments should be done according to state and district policies. Other scoring clarifications are passed, inconclusive, or cannot be scored. • No specifics given.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• (p. 3): Rating form should take no more than 15–20 minutes to complete. • The manual says the computer software scoring takes two minutes.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No accommodations are given or needed; the rating form is an observational rating.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• (p. 2): Designed to discriminate between those who display dyslexia characteristics and those who do not. • (p. 15): Rating form characteristics based on literature review on characteristics of children with dyslexia, were reviewed by "experts" in the field, and were then subject to discriminate analysis (found on pp. 17–18).
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• (pp. 15–24): Gives basis, development, reliability and validity info of DSI. • (pp. 19–20): Content validity detailed in "statement development" section on p. 15 and throughout this chapter.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• (p. 19): Inter-rater reliability at elementary level, .86 with 100% agreement on classification. At secondary level, .91 with 97% agreement on classification. • In developmental sample, SEM was .28 for elementary and .42 for secondary levels.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• (pp. 22–24): Predictive validity is 73%. 73% of those who "failed" DSI were later classified dyslexic; 73% who "passed" DSI later classified as not dyslexic. • Catt's Rev: Of secondary students who failed DSI, demonstrating normal cognitive abilities—only 62% diagnosed dyslexic. • (pp. 25–27): Gives additional screening studies; results indicate that DSI may be useful as a screening instrument for "identifying students at risk" when "used in conjunction with other measures." (p. 27) • (pp. 20–21): In developmental sample, discriminate analysis correctly predicted 98.2% for elementary and 98.6% for secondary levels.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• (p. 3): For use with students in grades 1–12 (ages 6–21). • (pp. 15–16): Gives characteristics of the development sample broken down into gender, race/ethnicity, SES, age range, and grade; some in dyslexia programs, some not.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• (p. 1): Rating scale is to identify "students at risk for dyslexia" who may need further assessment, nothing further. • No research given. No instructional materials recommended.

National ALLD Center Report Card on Screening Instruments

Screening Material Jordan Perscriptive Tutorial Reading Program

Publication Date 1989

Edition

Author Dr. Dale Jordan

Publisher Pro-ED

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Austin, TX 78757-6897

Phone (512) 451-3246

Fax (512) 451-8542; (800) 397-7633 (orders only)

Initial Cost $79.00

Usage Cost Photocopying expenses

Multiple Forms ☒ Yes ☐ No

Administration Setting ☒ Individual ☐ Group

Administration Format Interview

Observational Checklist ☐ Self-Report ☒ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) students with specific reading problems (dyslexia, poor vision, ADD)

Features suggestions to help identify those with reading problems, as well as follow-up in how to instruct such learners (both screening and instructional).

What & How It Measures readiness for school learning, learning styles, and rate of learning through tasks performed by the learners.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• Instructor's Manual (p. 3): Says that persons administering the test need not be highly trained specialists. • No indication of experience needed. • No indication of time needed to learn procedures.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• Instructor's Manual (p. 3): The Jordan Scales describes itself as "diagnostic tool." Dr. Jordan feels that, after using his screening material, an instructor will know the dyslexia a student has and then move on to instruction based on that diagnosis. • There are many charts and forms for scoring and determining forms of dyslexia. There's the visual test (JVST, pp. 183–187), the writing test (JWST) and the oral test (JOST) on pp. 168–182, and the ADD test (pp. 188–194).
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• There is no indication of how long the tests take to administer. • No indication of time required to score results. (Seems as if it would be time-consuming, for there are approximately 30 tests to use.)
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No mention of accommodations for persons with disabilities.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• The screening tests of this material only screen for dyslexia. • Instructor's Manual (pp. 11–46): It does include research regarding dyslexia and examples of each severity level.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• Instructor's Manual (p. 3): It states "many reading programs have been published, but few authors combine diagnosis of specific learning problems that block literacy with the remedial techniques compensate...The Jordan Prescriptives is the first to do so." This is the only statement as to "why" the material was created. • There are many pages of researched explanations, definitions, and case studies of dyslexia and its forms.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No mention of reliability or SEM.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No mention of percentages or validity.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• There are many case studies showing examples of students with dyslexia and their work. • The examples contain descriptions of the students, including age (which varies from child through middle-aged adults) and gender, but no mention of their race, ethnicity or primary language. • Case studies on pp. 8–30 and pp. 196–203.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• There is no research linking the test results with the instructional options in The Jordan Prescriptives. • (p. 73): States that, after administering the 7 tests, a teacher will see each student's strengths and weaknesses and be able to understand their needs and group them accordingly for instruction. Also says to use the tests to check if students have learned the intended skills.

National ALLD Center Report Card on Screening Instruments

Screening Material Koller Adolescent and Adult Behavior Scale, Revised
Publication Date 1995
Edition
Author James Koller

Publisher University of Missouri
Address University of Missouri, 16 Hill Hall
Columbia, MO 65211
Phone (573) 882-5096
Fax (573) 884-5989

Initial Cost $2.00 Forms, $7.00 Manual
Usage Cost

Multiple Forms ☐ Yes ☒ No
Administration Setting ☒ Individual ☒ Group
Administration Format Interview
Observational Checklist ☐ Self-Report ☐ Task Completion
Non-English Version ☒ No ☐ Yes (Specify)
Target Population/ Learner Level(s) adolescents and adults with suspected learning disabilities
Features respondents may be any significant other who has observed the target individuals over time in a variety of situations; computer-generated scoring package is available
What & How It Measures observed behaviors by a third person with a 36-item multidimensional measure (such as obedience, memory, auditory stimuli, verbal repetitions); 6 subscales assess the following: behavior problems, information processing problems, perceptual organization problems, poor task persistence, negative self-evaluations, and social isolation.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• (p. 1): of the manual states that it is "user friendly." • The people involved can be "parents, spouses, teachers, counselors, or any significant other who has had the opportunity to observe the individual..."(p. 1–2). • (pp. 22–27): Give descriptions of subscales and reference to T/raw scores of each. No indications of how long this all takes.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• (pp. 19–20): Tells how to score the material depending on how many of certain #'s were circled on certain questions. • (p.19): Gives the criteria for referral. (The subscales can then be calculated by raw score and ranged low, average or high with low reflecting low level of problems and vice versa. These raw scores can be converted to T-scores in Appendix B (pp. 51–54). A score here of 60 or higher indicates further procedures need to be taken, less than 40 are not significant.)
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• (p. 2): States that it takes 5–10 minutes to complete the form. • (p. 19): States that the average time to complete is 10 minutes or range from 7–15 minutes. • No indication of how long it takes to score the test.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• (p. 16): No accommodations for person being evaluated are given. Does state that the person filling out the evaluation form needs to have a 9th-grade reading level and may be allowed to read the information aloud if necessary.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Manual (p. 13): States that, "The factors identified are measures of characteristics that have been precisely documented in the research." • (pp. 12–16): Describes the development of the subscales that are addressed in the material. No mention of math or literacy specifically, per se – it's more for social and behavioral problems slightly tied to verbal skills, i.e. behavior problems, information processing problems, negative self-evaluation (examples given on p. 1).
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• (pp. 12–17): Gives the "development of standardization of the KAABS-R." The steps involved in development are included along with the 5 studies that were connected to its development and revision. • (p. 15): Says that the readability score was calculated to ensure that the items were understandable to the general public. • No information about content validity is mentioned.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No mention of temporal, inter-rater reliability, or SEM.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No predictive reliability given. (However, T-tests were conducted comparing non-LD group and LD group. This showed that the mean scores for the non-LD group were lower than mean scores for the LD group.)
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• (pp. 13–14): Gives make-up of studies 2 and 3 of the KAABJ-R scale. • The studies include men and women of various age groups; no mention of ethnicity or primary language is given in these case studies.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No mention of what instructional material to use next; merely presumes LD associated characteristics.

National ALLD Center Report Card on Screening Instruments

Screening Material MATILDA (Mississippi Assessment Technique for Identifying Learning Disabilities in Adults)

Publication Date 1995

Edition

Author R. Grubb, V. Hemby, J. Walker, W. L. Pierce

Publisher University of Southern Mississippi

Address Southern Station Box 584 9
Hattiesburg, MS 39406

Phone (601) 266-4621

Fax (601) 266-5141

Initial Cost None

Usage Cost

Multiple Forms ☒ Yes ☐ No

Administration Setting ☒ Individual ☒ Group

Administration Format Interview

Observational Checklist ☐ Self-Report ☒ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) for adult assessment by parents, teachers, or other professionals

Features identifies consistent errors within categories and the potential need for further testing.

What & How It Measures deficiencies in information input, output, and processing through five categories: primary skills, organizational skills, auditory input, visual input, and math skills.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	* There is no indication of training requirements, of who should administer, or of what they need to know.

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* This material contains only one manual, consisting of both Technical info. and directions.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• The form "Analysis of Results" states four guidelines for referral based on the number of "yes" responses to the questions.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• There is no indication regarding time, though 30 minutes approximation.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• The material does not indicate any accommodations for individuals with disabilities. (States that students being screened must have normal vision and hearing.)

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Areas covered are primary skills, organizational skills, addition, input, and math skills. • There is no indication of research, nor why these topics are the ones chosen to be covered by the material.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• No statements for theoretical basis for the test. • No information on validity or development is given.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No temporal, inter-rater reliability, or SEM mentioned.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No predictive validity or other percentages given.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• No indication of research. (It states only that students must "have normal or corrected vision and hearing and the student's IQ [must fall] within the normal limits" [in the instructor's notes for administering the screening]).
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No links between instruction and screening identified or discussed via research.

National ALLD Center Report Card on Screening Instruments

Screening Material Payne Learning Needs Inventory

Publication Date 1997
Edition Basic Skill Ed.
Author Nancie Payne

Publisher Payne & Associates
Address 205 Lilly Road NE, Bldg. B
Olympia, WA 98506-5070
Phone (360) 491-7600
Fax (360) 491-0196

Initial Cost None
Usage Cost Training Cost (negotiable)

Multiple Forms ☒ Yes ☐ No
Administration Setting ☒ Individual ☐ Group
Administration Format Interview
Observational Checklist ☒ Self-Report ☐ Task Completion
Non-English Version ☒ No ☐ Yes (Specify)
Target Population/ Learner Level(s) assists Adult Basic Education and special learning needs instructors, GED and ESL programs
Features glossary of various learning disability terms.

What & How It Measures students with different learning needs; long and short learning needs inventories.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• Special learning needs learning inventory training (cover): For ABE, GED, and ESL instructors; training is required. • Training depends on current level of knowledge and ranges from 3 days in 2 sessions to 7 days in 3 sessions.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• Inventory summary sheet categorizes strengths and weaknesses into 10 areas (such as verbal, attention, visual-motor, etc.), with scoring percentage-based on responses. If significant learning difficulty is indicated, referral for professional diagnosis is recommended.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• Administration is not timed, though approximations: 1 hour for long form; 15–30 minutes scoring and interpretation.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• Self-report student version is in large print and in interview style so there is no reading or writing on behalf of the student. • No research provided regarding accommodations.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Questions address memory, reading, handwriting, organization, visual perception, members, etc., as well as background information, medical history, manifestations and learning preferences. • Purpose is not to screen for LD but for special learning needs, which may or may not include LD.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• Interim Report (p. ii): Thirteen items in instrument found to be particularly associated with a LD diagnosis. Eight items found to be particularly associated with other developmental needs. • (pp. 1–5): Information on what may constitute an LD and how this instrument corresponds. • All questions are based on previously published research about learning, special learning needs, and learning disabilities.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No temporal, interrater, or SEM reliability given.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• DESS Interim Report (p. 17): Using "Red Flag" cutoff, correctly identified 64.3% of those with LD — errors were 3:1 false positive to false negative. Using "Pink Flag" cutoff, the overall accuracy decreased to 59.7%. • LNI (p. 74): Though use of "Flags" often mentioned in reference to degrees of "Learning Inventory Assessment," there is no clear definition of how to initially categorize or score an individual into "Red," "Orange," or "Pink."
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• DESS Interim Report (pp. 6,7): Demographics of sites, giving sex, case type, number of children, ethnicity, age, and education; no breakdown of primary language, though used most on native English speakers. • No specific studies of bias.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No research provided. • Selection of appropriate accommodations depends on results and learners specific needs.

National ALLD Center Report Card on Screening Instruments

Screening Material Phoenix Specific LD Quick Screen for Adults

Publication Date 1989

Edition

Author

Publisher William Butler

Address P.O. Box 32611
Phoenix, AZ 85064-2611

Phone

Fax

Initial Cost $3.00

Usage Cost PC Cost

Multiple Forms ☐ Yes ☒ No

Administration Setting ☒ Individual ☐ Group

Administration Format Interview

Observational Checklist ☒ Self-Report ☒ Task Completion

Non-English Version ☒ No ☐ Yes (Specify)

Target Population/ Learner Level(s) adults 15 years and older.

Features

What & How It Measures probability of specific learning disability (SLD); 2 sections: 1) checklist/interview of individual history and behaviors and 2) test items to detect perceptual problems.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration. 270	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• No description of training required or who should administer. 261 270A

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• (Test I): Checklist in section 1: refer to psychologist or person qualified in LD – is a composite of sections 1 and 2. < 18 suggests SLD. • (Test III): Section one: score of < or = 7 suggests SLD. Section two: < or = 10 points suggests SLD.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• (Test III): Section 1 not timed. • (Test IV): Section two should be completed in no more than 20 minutes. • No scoring time given.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No suggestions for accommodating individuals with disabilities.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Test covers basic math skills, comprehension, and observation of reading and writing skills for potential SLD. • No research validating these areas as appropriate.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• (Butler letter): PSLD — bring unfair issues into focus — existence of hidden disability – did not grow out of "rigorous scientific method." • No validity. • (Test I): PSLD suggests probability of SLD. • "LD information" article does give LD information generally, but no connection with it to PLD Q-S material.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results. 272	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• (Butler letter): No technical report addressing reliability, validity, and SEM. 272 A

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• (Butler letter): No technical report addressing reliability, validity, or standardization. Improved over 2 years of development; however no exact numbers given.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• (Butler letter): No technical report addressing, reliability, validity, or standardization.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• (Butler letter): No technical report addressing reliability, validity, and standardization.

National ALLD Center Report Card on Screening Instruments

Screening Material PowerPath to Adult Basic Learning*

Publication Date 1993

Edition 1st

Author Dr. Laura P. Weisel, Ph.D.

Publisher The TLP Group

Address PO Box 1235
Columbus, OH 43216-1235

Phone (800) 641-3632

Fax (614) 481-7989

Initial Cost Starter Kit $2,495; 100 Consumables $395

Usage Cost

Multiple Forms ☐ Yes ☒ No

Administration Setting ☒ Individual ☐ Group

Administration Format Interview

Observational Checklist ☒ Self-Report ☒ Task Completion

Non-English Version ☐ No ☒ Yes (Specify) Spanish

Target Population/ Learner Level(s) young adults to older adults; vision and hearing screening valid for all levels; full screening targets individuals functioning below 8.0

Features standardized interview and screening software analyzes results and recommends easy-to-use accommodations to support learning

What & How It Measures visual and auditory functions; reading encoding and decoding; visual and auditory processing

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• User's Guide and Test Plates offer instruction for proper administration, and toll-free number offers technical assistance. • Can be administered by a wide variety of individuals, including intake interviewers, instructors, volunteers, and counselors. Attending Certification Training is highly recommended. • Certification Training are for 2.5 days held in various locations throughout the USA. • Self-instruction takes approximately 8–15 hrs. and familiarity with User's Guide and Test Plates.

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* Accommodations are available for Spanish speaking learners. A standardized screening for ADD (in collaboration with Dr. Dale Jordan) and a Windows 95 version of the software that will have both academic and workplace accommodations will be added in 1998.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• A referral form will be printed in the Individual Report when any portion of the Visual Function Screening or Auditory Function Screening is noted as a weakness. Referrals for additional testing for diagnosing LDs can be is based upon an individual's Degree of Learning Difficulty rating.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• Not a timed test, although Personal Profile interview and Diagnostic Screening take approximately 90 minutes. • Diagnostic Screening can be scored in less than 5 minutes. Data entry into software takes 3–5 minutes. Individual Report generated by the software, can be read by the instructor in 5 minutes and reviewed with a participant in approximately 15–20 minutes.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No specific accommodations given, though User's Guide states that assessments can be modified to meet individual needs. • Certification Training does cover accommodating participants with all types of disabilities.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• User's Guide (Part 1:1): Screens for learning differences and how participants learn effectively. • Test results along with observations can be used to screen for dyslexia, dysgraphia, dyslexic, and attention deficits.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• Based on current theory and best practices for screening and developing interventions for adults suspected of having LDs. It is a holistic approach incorporating theory and practice from fields of adult learning, LDs, vocational rehabilitation, neuro- and cognitive psychology, transformational counseling, mental health, and treatment for substance abuse. • User's Guide: *PowerPath* builds upon the ABE screening procedure known as *The London Procedure: a Screening, Diagnostic, and Teaching Guide for Adult Learning Problems* developed by Dr. Weisel, while research for the validity and reliability of *PowerPath* itself are still in progress.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results. 276	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• User's Guide: *Power Path* has been developed over the past 23 years, based on the ABE screening procedure known as *The London Procedure: a Screening, Diagnostic, and Teaching Guide for Adult Learning Problems* developed by Dr. Weisel. Studies from The London Procedure are included, while research for the validity and reliability of *PowerPath* itself is still in progress. 276A

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• Identifies individuals who are at risk of being clinically diagnosed as having a LD. • Scores from the Diagnostic Screening are weighed to determine a Degree of Learning Difficulty. These weights were statistically derived to predict how a participant would perform if administered the Woodcock Johnson Psycho-Educational Battery. • Used to screen participants in a literacy program for inclusion in a research study found 50 adults having a severe degree of LD. Additional assessments administered by a licensed psychologist found over 85% of these to individuals to be diagnosed as LD.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• User's Guide (pp. 16–17): includes general obtained from a pilot study of The London Procedure in the development of Power Path, though this does not include basic demographics of age, gender, race, ethnicity, or primary language. Further studies in progress. • Targets adults at the 0.0–0.7 instructional reading level. Vision and hearing screening can be administered separately to individuals functioning at any level.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• Includes steps that link results from the Diagnostic Screening to learning.

National ALLD Center Report Card on Screening Instruments

Screening Material Slingerland High School Level Screening*

Publication Date 1993

Edition

Author

Publisher Educators Publishing Service

Address 31 Smith Place
Cambridge, MA 02138

Phone (800) 225-5750

Fax (617) 547-0412

Initial Cost Teacher's Manual $11.35; 30 cards and 2 charts $15.95; 12 tests $15.95

Usage Cost

Multiple Forms ☐ Yes ☒ No

Administration Setting ☒ Individual ☒ Group

Administration Format Interview

Observational Checklist ☐ Self-Report ☒ Task Completion

Non-English Version ☐ No ☒ Yes (Specify) Spanish

Target Population/ Learner Level(s) high school students and college freshmen.

Features detailed assessment on tasks (can be group administered); cards and charts.

What & How It Measures learning strengths and weaknesses through 10 tests that evaluate kinesthetic-motor ability, visual perception, and auditory memory and perception skills associated with the two.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• Catalog: authors clearly and thoroughly prepare teachers for administering, scoring and evaluating the tests. • No mention of who should administer. • No mention of time required to learn.

* EPS catalog and "Slingerland Reliability and Validity statistics" are available at no charge.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• Manual (p. 39): Chart to record scores and helps determine specific strengths and weaknesses. • No mention of referral decisions or steps to follow.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• Manual: each section is timed and has specific timing requirements. • No mention of the total time required to administer. • No mention of scoring time.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No mention of accommodations to be made.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Manual: the purpose is to identify specific language disability (reading, speaking, handwriting, etc.) • No research provided.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• No research provided or information about how the test items were developed.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No research provided.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No research provided.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• No research provided.
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No research provided. • No mention of specific instructional practices.

National ALLD Center Report Card on Screening Instruments

Screening Material Screening Test for Adults with Learning Difficulties (STALD)
Publication Date
Edition
Author
Publisher Texas Center for Adult Literacy and Learning
Address
Phone
Fax
Initial Cost no longer available
Usage Cost

Multiple Forms ☒ Yes ☐ No
Administration Setting ☒ Individual ☐ Group
Administration Format Interview
Observational Checklist ☐ Self-Report ☒ Task Completion
Non-English Version ☒ No ☐ Yes (Specify)
Target Population/ Learner Level(s) adult education and adult literacy students, focusing primarily on 0-4 grade reading levels.
Features remediation model keg; video demonstration may be purchased.
What & How It Measures common learning disabilities characteristic through a 35 to 45 minute test.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• There is no description of training requirements. • No mention of who should administer or mention of learning testing procedures.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• There is no mention of referral for further testing. • The steps to follow involve figuring out what "remediation" to use, not to refer for diagnostic testing. • No charts, graphs or benchmarks are given.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• Tech. Manual (p. 2): Mentions that the material is designed "so that it could be administered within 35–45 minutes."
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No mention of accommodations for persons with disabilities.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• There are no math areas addressed by this material. • There is no research regarding the test's validity for certain LDs.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• No statements of theoretical basis for the material. • No mention of validity. • Tech. Manual (foreword): Explains how test was created, field tested, and then revised based on field tests (p. 2).
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No mention of temporal, inter-rater reliability, or SEM.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• No mention of percentages of correct decisions. • Predictive validity not mentioned.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• No indication of research on characteristics. (Material content seems to be appropriate for any adult.)
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• No research indicating why certain materials for instruction are used. The video describes why the sample student is now using certain instructional materials, but no indication of it being research based. • There are descriptions on the video of instructional options based on the testing options; the tech. manual has bibliographies of all info about instructional materials for corresponding outcomes on the screening test.

National ALLD Center Report Card on Screening Instruments

Screening Material Strengths & Limitations Inventory: Vocational
Publication Date 1990
Edition
Author Carol A. Dowdy

Publisher University of Alabama at Birmingham
Address 901 S. 13th St. Room #214
Birmingham, AL 35294
Phone (205) 934-3440
Fax (205) 975-7581

Initial Cost None
Usage Cost

Multiple Forms ☐ Yes ☒ No
Administration Setting ☒ Individual ☐ Group
Administration Format Interview
Observational Checklist ☐ Self-Report ☐ Task Completion
Non-English Version ☒ No ☐ Yes (Specify)
Target Population/ Learner Level(s) adults
Features listing of learning disabilites characterstics and possible Compensations, Acommodations, Modifications, and Strategies (CAMS).
What & How It Measures characteristics and behaviors that may limit vocational and/or educational success; Rating Scale of Functional Limitations (adapted from ADHD rating scale) and Assessment of Functional Limitations.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	• No training mentioned. • (Front page): "may be completed during an interview or given to parents, teachers, or other professionals to complete."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	• (Back of last page): After review of checklist, those checked as often or very often occurring should or may require remediation or accommodation as a functional limitation: "an intervention should be developed for each prioritized functional limitation." • No specifics on testing or how to develop interventions.
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	• No times given. • No scoring procedure.
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	• No accommodations given, though NA as individual is observed. • No research or mention of accommodations as necessary.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	• Checklist has 110 characteristics divided into sections such as attention/impulsiveness, reading/processing memory, coordination/motor function, reading skills/comprehension, math calculation/application. • No research supplied to validate.
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	• (Article): Supplies information and research on SLDs; the Dowdy "SLD Characteristics checklist" was designed to locate the characteristics by observation- it was revised on data analysis and input from VR transition caseload counselors. • (p. 53). The S & L Inventory is yet another revision of the "SLD characteristics Checklist" (Dowdy phone conversation). • No information on content validity or how checklist was developed technically.
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	• No temporal, inter-rater, or SEM given.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	• (Checklist): Measures "strengths and limitations" based on frequency of observed characteristics. • No predictive validity given, not a predictor of LDs.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	• No research or checklist given. • No information on who this should be administered to—entitled "Vocational Version."
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	• (Back of back page): "An intervention should be developed for each prioritized functional limitation" based on characteristics occurring often or very often. • No specific instructional testing given or intervention follow-up. • No research given.

APPENDIX C

Inappropriate Assessment Instruments for LD Screening in Adults

The following tests were not designed as screening instruments for learning disabilities. Their primary purpose is to provide information about other areas of a learner's performance Testing for learning disabilities may include some of these measures, but not for screening purposes.

Achievement Tests

Academic Assessment and Remediation of Adults with Learning Disabilities: Five County Adult Education Program, Athens, GA
Brigance Diagnostic Inventory of Essential Skills: Curriculum Associates
Objectives Referenced Bank of Items and Tests (ORBIT): CTB McGraw-Hill
Wide Range Achievement Test (WRAT-3/WRAT)
Woodcock Johnson Psycho Educational Battery (WJPEB-R)

Aptitude Tests

Auditory Screen: Literacy Skills Seminar, Orange County Branch, Orton Dyslexia Society
Detroit Tests of Learning Aptitude (DTLA)
Gallistel-Ellis Test of Coding
Haptic Visual Discrimination Test: McCarron-Dial Systems
Learning Efficiency Test

Perceptual Memory Task: McCarron-Dial Systems
Ross Test of Higher Cognitive Processes (RTHCP)
Scotopic Sensitivity Syndrome: HUC Irlin Institute
Wechsler Memory Scale
Woodcock Johnson Psycho Educational Battery (WJPEB-R)

Behavioral Tests

Walker Problem Behavior Identification Checklist

ESL Tests

CELSA and BSTEL (ESL tests): Association of Classroom Teachers

GED Tests

GED Official Practice Test w/ audio: Steck-Vaughn

Intelligence Tests

Raven's Progressive Matrices: Oxford Psych Press
Slosson Intelligence Test (SIT-R)
Test of Nonverbal Intelligence (TONI/TONI 2)
Wechsler Adult Intelligence Scale (WAIS-R)
Wechsler Intelligence Scale for Children (WISC)
Woodcock Johnson Psycho Educational Battery (WJPEB-R)

Language Tests

Peabody Picture Vocabulary Test (S/E revised) (PPVT-R)
Test of Language Segmentation (TALS): Dr. Diane Sawyer

Learning Styles Test

Learning Barriers Inventory Guide: Ruth Lambert, 196 Bridge Street, Manchester, NH 03104

Learning Disabilities Council Booklet: Janet Williams, Learning Disabilities Council, APO Box 8451, Richmond, VA 23226, (804) 744-5177

Learning Styles Instrument: Center for Innovative Teaching Experiences

"Learning Style Inventory" in *Help Yourself. How to Take Advantage of Your Learning Styles*; Sonnbuchner, New Readers Press

Motor Tests

Bender Gestalt: Amer. Ortho. Psych. Press
Delacato: Dr. Dennison's Psycho-Motor Screening
Grip Strength (Hand Dynamometer): Lafayette Instrument Company
Purdue Pegboard: Lafayette Instrument company
Slosson Drawing Coordination Test

Placement Tests

ABLE Placement Test: Psychological Corp.
CASAS (life skills, employability skills and special needs)
CES: developed by State of CT based on California's CASAS
Laubach Way to Reading Diagnostic Inventory: New Reader's Press
Objectives Referenced Bank of Items and Tests (ORBIT): CTB McGraw-Hill

Program Materials

Alaska Career Information System (ARCIS)
Learning Disabilities Manual: Union County Adult Education Program, New Jersey
Portland Community College Assessment: Office of Community College Services, Oregon.

Reading Tests

Dolch Basic Sight Word Test
Gray Oral Reading Test (GORT-3)
Gates-McGinitie Reading Test
Monroe Reading Paragraphs: Self-developed
Nelson Denny
Reading for Today: Steck-Vaughn
Reading Style Inventory: National Reading Style Institute, Marie Carbo
San Diego Quick Assessment Test
Slosson Oral Reading Test (SORT)
Wilson Screening System: Wilson Language Training Corp.

Sensory Screening Tests

Bernell-o-scope for distance, near acuity and binocularity screening: Bernell Co., IN

Spelling Tests

Diagnostic Spelling Potential Test (DSPT) Academic Therapy Pub
Target Spelling Series

Tests Requiring a License, Certification, or Degree

Special training and certification is required for a person to be able to administer many of the instruments, including those in the following list. In some instances, certification may require college training.

Raven's Progressive Matrices: Oxford Psych Press
Wechsler Adult Intelligence Scale (WAIS-R)
Wechsler Intelligence Scale for Children (WISC)

Tests Developed with Limited Information

The following tests are informal assessment measures. While they may be good measures, the test developers have not prepared materials that allowed for a thorough evaluation. At a later date, these measures may be considered for use in the screening process.

Building Methods that Work. Specially developed through joint grant with DORS, Mental Health and DD, Planning Council on Developmental Disabilities and SOS Office.

Informal Written LD/Dyslexia Screen. Self-developed, also in ERIC Document #324 427.

Learning Disabilities Manual: Union County Adult Education Program, New Jersey

APPENDIX D

Reliability and Validity

Importance of Reliability and Validity of Information

The following simplistic example shows why reliability and validity are important variables in measurement.

You decide to build a new birdhouse, so you stop at the local lumberyard to buy a tape measure. You see a new type of tape measure made of soft rubber and decide to buy it. You work on building the birdhouse the next weekend; it's hot on Saturday and very cold on Sunday. As you nail the last nail, you realize that the final product is a mess. It just doesn't fit together and it is the size of a car.

What happened? Well, the problems were due to the reliability and validity of the measuring instrument—the tape measure. Because the tape measure was made of rubber, it was affected by heat. It expanded on hot days and shriveled on cold days. This inconsistency lead to faulty measurement. *Reliability refers to consistency of measurement.* The reason why the birdhouse was the size of a car was a problem with validity. The ruler happened to be incorrectly manufactured with inches marked when the measurement was actually "feet." *Validity refers to an instrument measuring what it is supposed to measure.*

Actually, consumers are faced with the issues of reliability and validity all the time. When consumers seek services from a physician (surgery or not), auto mechanic (replace the brakes or not), or accountant (tax deductible item or not), they assume that those professionals are making reliable (consistent) and valid (correct) decisions. Similarly, literacy practitioners should have the best possible information about best practices before making decisions that will affect learners.

A test score with little validation or low reliability is unacceptable and does not accurately sample an adult learner's performance. On the other hand, a test score with acceptable validity and reliability will give both the practitioner and the adult confidence in decisions that are made based on test results.

Definition of Reliability

Expected Correlations

The technical manual for a screening instrument should provide information about reliability. Perfect agreement results in a correlation of 1.00. Often the Pearson product moment correlation is the calculation formula that is used. Because perfection doesn't occur in life, the question frequently asked is what correlation should be expected. Salvia and Ysseldyke (1991) provide a standard of expectations for different types of tests: .90 for individual diagnostic tests, .80 for group-administered tests, and .60 for screen tests. Just based on these lower expectations for screening instruments, the problem of relying on only one paper-and-pencil test is evident.

Relationship to Standard Error of Measurement

Another helpful measure of reliability is the standard error of measurement. Simply put, tests with high reliability should have low standard error of measurement scores. Again, this score indicates consistency of scores. To continue the above IQ test example, a reliable IQ test would probably have a standard error of measurement score of 4. This means that if you had a score of 130 today, you may not score exactly 130 if you retook the test tomorrow. Variables such as room temperature, your hunger, or a fight with your spouse may influence your test result, but you would expect to score from 126 to 134 (130 plus or minus 4 points). In contrast, if you selected a test with a standard error of measurement of 15, you may score in the gifted range (over 130 IQ) one day and in the normal range (less than 130 IQ) the next.

Where to Find Results

The examples of reliability so far have been simplistic, because there are several types of reliability based on the test's characteristics. In the reliability section of the test's technical manual, you should expect information about test-retest and internal consistency reliability for every test. Also, the test may have alternative-form and inter-rater (sometimes called inter-scorer reliability).

Types of Reliability

Test-Retest Reliability

This reliability coefficient and its standard error of measurement show the influence of time on one person taking the same test twice. In this instance, you would expect the test scores on consecutive days to be stable (*e.g.*, high reliability scores close to 1.0). You should expect to find a test-retest reliability coefficient and its standard error of measurement in the test's technical manual. Synonyms for this type of reliability are "temporal reliability" or "stability coefficient." Every test should have this information in its technical manual.

Internal Consistency

Internal consistency is another calculation that the reader should expect to find in the test's technical manual. This information describes the quality of the test content. Typically, the test authors will correlate the odd items with the even items. Well constructed tests should have extremely high correlations. The common calculation formulas are the Spearman-Brown split-half formula, Kuder-Richardson formula, or Cronbach coefficient alpha values. Every test should have this information in its technical manual.

Inter-Rater Reliability

Many tests, such as achievement tests, are based on the adult's direct responses. The adult answers questions and the answers are totaled. Other assessment instruments are based on someone else rating the adult's behavior. Examples of these types of assessment instruments are social behavior scales where staff members rate the adult's social behavior. If the assessment instrument is well constructed, you would expect that the score obtained by two examiners rating the same adult would be the similar. This inter-rater reliability and SEM is particularly important for tests whose answers are subjectively scored, such as writing samples. Expect this information in the technical manual if the respondent is a third party, not the adult.

Alternate-Form Reliability

Some tests, especially achievement tests, have alternative forms. For example, Form A of the test may be given in the fall and Form B given in the spring. Two forms are used to avoid the possible problem of a student remembering particular test items. The basic process that the test author uses to create alternative forms is to select similar content for each form. You hope that the two forms yield an equivalent score. Because of the cost involved, screening instruments rarely have alternative forms and thus alternate-form reliability is not given. Expect this information in the technical manual if there are alternative forms.

Comparing Reliability Scores

As mentioned earlier, a test cannot be valid unless it is reliable. When selecting which screening instrument to use, compare the reliability scores of the instruments. This precision is reflected in a reliability coefficient, which can range from 0.00 to 1.00. The closer the reliability coefficient is to 1.00, the more precise the score. If no score is provided, the quality of the screening instrument should be questioned.

Definition of Validity

The most important type of validity to look at in a screening instrument is predictive validity. There are other types of validity, but the main question for screening instruments is "Can the screening instrument differentiate learners with and without learning disabilities?" For a discussion of other types of validity, see Salvia and Ysseldyke (1991). The technical manual should provide information about predictive validity. Included in this section should be a description of the type of learner used in the predictive study. For example, the screening instrument may have been created for secondary students. This information should be weighted when deciding which screening instrument to use.

Validity Results

Figure D.1 shows the possible outcomes for predictive validity decisions. The possible outcomes are correct identification, correct rejection, false positive, and false negative.

- Correct identification: A learner with a learning disability is correctly judged as having a learning disability.
- Correct rejection: A learner without a learning disability is correctly judged as not having a learning disability.

Eligibility Outcomes

Evaluation conclusion	True condition	
	Learning disabled	**Not learning disabled**
Learning disabled	Hit	False alarm
Not learning disabled	Miss	Correct rejection

FIGURE D.1
Confusion matrix

- False positive: A non-learning disabled participant may incorrectly be judged as having a learning disability; this is a false positive error. A false positive is the error that most testers are likely to make, because the common opinion is that it is beneficial to label learners as disabled and to provide accommodations. This error also is referred to as a "false alarm" or a Type I error.
- False negative: A student who is truly learning disabled may be judged as non-learning disabled; this is a false negative error. From many perspectives, this error is the more serious because the student does not receive legal protections or accommodations. The false negative error also is referred to as a "miss" or a Type II error.

Comparing Reliability Scores

A test score's predictive accuracy is represented numerically as a validity coefficient. This value ranges from -1.00 to +1.00. The closer the value is to 1.00, the more accurate the test score is for predicting.

Another numerical value of a test score's predictive validity is the ratio of correct classifications to incorrect classifications, or the percentage of correct classifications. The closer the value is to 100% accuracy, the better the screening procedure. This classification accuracy is likely the most useful, because the accuracy is based on a particular cutoff score. If the learner's score exceeds the cutoff, you should recommend a referral for diagnostic assessment. If the score is below that cutoff, you should not recommend a referral. Consequently, you should know how accurate the decisions are for a chosen cutoff score.

These numerical values are not going to be high. Rarely will you find validity coefficients of .75 or higher, or classification accuracy as high as 75%. Learning disabilities conditions are difficult to accurately predict, but tests with even low validity values can be useful.

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This series of guidebooks was developed and written by a team of individuals from the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities, including:

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The road from practice to research and back again to practice is a long one, involving many people, much time, and considerable effort. Every page in this product is the result of the efforts of many persons. We appreciate the contributions of all members of our team who have worked to make *Bridges to Practice* available to those who serve adults with learning disabilities in literacy programs throughout the United States. It has been a privilege to coordinate the development of this tool; may it increase the quality of life for those for whom it was designed.

Mary Ann Corley
B. Keith Lenz
David Scanlon
Daryl Mellard
Hugh Catts
Neil Sturomski
John Tibbetts

Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions.

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

GUIDEBOOK 2
The Assessment Process

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BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 3

The Planning Process

NATIONAL

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The Academy for
Educational Development
and
The University of Kansas Institute
for Research in Learning Disabilities

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Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

- Preparing to Develop the Instruction Plan
- Determining a Curriculum
- Developing the Instructional Plan
- Selecting Instructional Materials
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The Teaching/Learning Process

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BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

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GUIDEBOOK 3
The Planning Process

The National Adult Literacy and
Learning Disabilities Center
Washington, DC · 1999

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A Collaboration Between
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and
The University of Kansas Institute
for Research in Learning Disabilities

Guidebook 3

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For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

THE NATIONAL ALLD CENTER

The National ALLD Center, funded by the National Institute for Literacy, is a collaboration between the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities. The Center's mission is to promote awareness about the relationship between adult literacy and learning disabilities. Through its national information exchange network and technical assistance training, the National ALLD Center helps literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. We encourage your inquiries and will either directly provide you with information or refer you to an appropriate resource.

THE NATIONAL INSTITUTE FOR LITERACY

The National Institute for Literacy is an independent federal agency jointly administered by the U.S. Departments of Education, Labor, and Health and Human Services. The Institute's primary goals are to provide leadership and coordination for literacy activities across federal agencies and among states, enhance the knowledge base for literacy, and create a national communications system that links the literacy field nationwide.

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Academy for Educational Development
Washington, D.C. 20009
January 1999

NATIONAL INSTITUTE FOR LITERACY

Fall, 1998

Dear Colleagues:

The National Institute for Literacy (NIFL) has a small budget and a huge mission: to assure that all American adults who need to improve their literacy skills have access to services of real quality and effectiveness.

One of the greatest challenges to this mission is the issue of learning disabilities (LD) – our field's historic lack of knowledge about these complex obstacles to learning, and our struggle to help adults with LD gain the skills they need to lead productive, fulfilling lives.

Educators have known for years that learning disabilities are among the major problems faced by adult literacy students and by the programs that serve them. But today the need for solutions is especially urgent. On the eve of the 21st century, when literacy skills are more important than ever before to the success of individuals and our nation, state and local programs are under enormous pressure to show that their services make a difference to all their students. We must learn how to do a better job of serving adults with learning disabilities.

BRIDGES TO PRACTICE is NIFL's major contribution to that goal. BRIDGES is the centerpiece product of our National Adult Literacy and Learning Disabilities Center. It is the culmination of a five-year investment in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners. We are convinced that BRIDGES and its accompanying training and technical support will meet critical professional development needs that have never been met in such a comprehensive way.

The publication of BRIDGES is not the end of NIFL's commitment in the area of literacy and learning disabilities. We hope it will be the beginning of an increasingly collaborative process with all of you to find better and better ways of serving this significant population of America's adults.

Sincerely,

Andy Hartman
Andrew Hartman
Director

Susan Green
Susan Green
Project Officer

Glenn Young
Glenn Young
Learning Disabilities Specialist

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Preface

Welcome to *Bridges to Practice*. You are about to embark on a journey designed to help literacy programs enhance the services they provide for adults with learning disabilities. The development of *Bridges to Practice* is centered around the vision of the National Adult Literacy and Learning Disabilities Center (National ALLD Center). This vision consists of the following beliefs:

- Adults with learning disabilities have specific and unique educational service needs.
- Literacy programs can and should meet the needs of adults with learning disabilities.
- By focusing on research-based information, the National ALLD Center can help literacy programs better meet the needs of adults with learning disabilities.

Bridges to Practice is organized around five guidebooks designed to document and reflect "best practices" in working with persons with learning disabilities. What distinguishes these guidebooks from similar products is that the content is based on research. The purpose of these guidebooks is to influence the decision-making process of literacy practitioners in evaluating and selecting screening tools, curricular materials, and instructional strategies that are effective for adults with learning disabilities. Ultimately, by making changes in the provision of services for adults with learning disabilities, literacy programs can help countless adults reach their potential and lead more fulfilling and self-sufficient lives.

By the end of the *Bridges to Practice* training, you will have:

- a broader awareness of learning disabilities and their impact on the provision of literacy services;
- a repertoire of skills and practical tools for tapping the creativity and experience of those you work with;
- a vision of the changes you would like your program to initiate in providing services which are more responsive to the needs of persons with learning disabilities; and
- an action plan for how you intend to achieve those changes.

To derive maximum benefit from these guidebooks, literacy program leaders are encouraged to participate in the companion training/professional development program developed by the National ALLD Center. When used in conjunction with this training and the accompanying video, *Bridges to Systemic Reform*, these guidebooks can provide the stimulus for literacy programs to begin to address overall system change and, thereby, to enhance the quality of services provided to adults with learning disabilities.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

Mary Ann Corley, Ph.D.
Director, National ALLD Center

Foreword

Learning disabilities is an umbrella term that describes a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Adults who have difficulties with listening, thinking, speaking, reading, or writing are likely to experience problems that significantly affect their academic achievement and their lives.

Varying estimates of the number of American adults with learning disabilities range from 3 to 15 percent of the general population. An even greater incidence of learning disabilities is likely to be found among the population of adults with low-level literacy skills. Research has yet to determine just what that proportion is; estimates range from 30 to 80 percent.

Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities was developed through funding from the National Institute for Literacy (NIFL), which was created by the National Literacy Act of 1991. The NIFL's mission is to maximize the effectiveness of local literacy services nationwide. One of the goals of the NIFL is to enhance the capacity of literacy service providers to identify, teach, and support adults with learning disabilities.

In 1993, the NIFL provided funding to the Academy for Educational Development (AED) to establish the National Adult Literacy and Learning Disabilities Center (National ALLD Center) in collaboration with the University of Kansas Institute for Research in Learning

Disabilities (KU-IRLD). Together, the staff at AED and the KU-IRLD developed a service, research, and development agenda designed to assist literacy practitioners in enhancing services to adults with learning disabilities. This agenda was developed in recognition of:

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with learning disabilities; and
- the need to improve the outcomes of adult literacy programs.

The National ALLD Center developed the *Bridges to Practice* series for adult literacy program supervisors and professional development specialists. The goal of *Bridges to Practice* is to increase awareness among practitioners about learning disabilities and to help program leaders address the changes they might initiate to make their programs more responsive to the needs of adults with learning disabilities.

By setting forth guidelines for best practices and by stimulating discussions among program staff, these guidebooks can be the catalyst that causes some literacy programs to rethink and restructure their delivery systems to be more effective in serving adults with learning disabilities. Programs that are responsive to the needs of adult learners ultimately will assist greater numbers of students in achieving their goals.

Development of the Guidebooks

Research efforts in the fields of literacy, adult education, and learning disabilities are just beginning to yield clear directions for practice. Furthermore, what is known from research on learning disabilities has found its way only sporadically into instructional practice. It has been estimated that less than 10 percent of educational materials and methods currently used in instructional settings has been validated through any type of research (Carnine, 1995). To address this dilemma, the team at the National ALLD Center developed a three-phase research and development plan.

Phase 1: Gather Information From the Field

During the first phase of research and development, the National ALLD Center staff organized focus groups, sent out questionnaires, surveyed

resource centers, and evaluated current screening practices and instructional materials. Through this research, the staff

- identified the beliefs, issues, and values of practitioners in the fields of literacy and learning disabilities;
- identified and validated standards for developing, evaluating, and selecting practices related to screening and instructional materials for serving adults with learning disabilities; and
- identified current practices related to serving adults with learning disabilities.

The last step in this phase was to develop and field-test procedures related to teaching literacy providers to apply the standards to screening practices and instructional materials.

Phase 2: Integrate Research and Write Guidebooks

During the second phase of research and development, the National ALLD Center staff integrated the knowledge they had gathered during the first phase and used this information as a basis for the first four *Bridges to Practice* guidebooks. The staff also developed training for using the program and field-tested the guidebooks to determine how literacy service providers could use the information to improve services for adults with learning disabilities.

Phase 3: Review and Refine Guidebooks

After the first four guidebooks were developed, the National ALLD Center staff used field-test results and reviews of external evaluators to revise the guidebooks. They also collaborated with the four NIFL-funded Learning Disabilities Training and Dissemination (LDTD) hubs and developed the professional development guidebook (*Guidebook 5*) to enhance the dissemination of information contained within the *Bridges to Practice* series.

Because of ongoing research and development in the fields of adult literacy and learning disabilities, additional information will be continuously added to these guidebooks so that they reflect the most current knowledge concerning adults with learning disabilities.

Ensuring Success

The fields of adult literacy and learning disabilities represent many audiences and interest groups. The *Bridges to Practice* guidebooks provide

information about learning disabilities and their impact on literacy programs. However, these guidebooks cannot compensate for the development of specialists in learning disabilities and professional training. Ideally, literacy services for adults with learning disabilities should be organized and delivered by, or under the direct guidance of, a practitioner who is a "master" in providing instruction to those who struggle with learning and learning disabilities.

Terminology Used in the Guidebooks

For consistency throughout these guidebooks, the term "practitioner" is used to describe persons who provide direct services to adults with learning disabilities. Practitioners can be tutors, teachers, program leaders, or volunteers.

These guidebooks specifically focus on adults who are either diagnosed as, or suspected of, having learning disabilities. On occasion, particularly for the sake of simplicity within tables and charts, the term "learner" is used to refer to adults who have, or may have, learning disabilities.

Because of the limited amount of research on programs and practices available for adults with learning disabilities, many of the practices referenced in these guidebooks represent best practices across the field of learning disabilities, and require translation for use in the adult community. Therefore, the terms "person with learning disabilities" or "individual with learning disabilities" imply that learning disabilities are a lifelong condition.

In some instances, again for simplicity, the abbreviation LD is used for learning disabilities, as in the term "LD-appropriate literacy services." When the term "accommodation" is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult who has been diagnosed with a learning disability to access and profit from the basic or essential services provided by a program. The term "adaptation" refers to the routine changes that a teacher makes during instruction to increase student learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners.

Finally, the term *Bridges* is frequently used to refer to the entire set of guidebooks in *Bridges to Practice*, and the term "guidebook" is used to refer to each of the five guidebooks included in the series.

Seizing the Opportunity!

A Call to Action

Adults come to literacy programs for a variety of reasons: they want to get a job or a better job; they want to help their children with their schoolwork; or they want to be able to read a newspaper or write a letter. In essence, they want to improve their lives. Many of these adults may only consider approaching a literacy program for help when faced with serious personal embarrassment, struggles with friends and family, or the imminent loss of employment. It takes great courage to face these fears and take those first steps to walk through the doors of a literacy program.

Literacy programs may view the provision of services for adults with learning disabilities as a problem or an impossible challenge, especially when faced with limited financial resources, limited or poorly designed professional development experiences, and a shortage of personnel. However, there is no shortage of caring or commitment on the part of literacy practitioners. They know first-hand the joys and rewards felt by learners who have met their goals. Most literacy programs and practitioners will welcome and seize the opportunity to improve services for learners, provided they can identify the necessary resources and tools.

One challenge for literacy programs and practitioners is to change their views about learning disabilities and the impact of learning disabilities on the provision of services to learners. Literacy programs cannot overlook the fact that their learners' real-life responsibilities and obligations, combined with a real history of failure, embarrassment, and fear, shape a set of conditions that require a significant amount of staff planning and creativity. They must thoroughly understand the circumstances which shape their actions to develop high-impact programs.

Shaping an Agenda

In 1994, the National Joint Committee on Learning Disabilities (NJCLD), an interdisciplinary consortia of organizations formed to review issues surrounding learning disabilities for educational and governmental agencies, identified the following eight issues that should be used to shape decisions about programming for adults with learning disabilities (National Joint Committee on Learning Disabilities, 1994):

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.

2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.

3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, pre-vocational preparation, and career counseling necessary for the development of adult abilities and skills.

4. Few professionals have been adequately prepared to work with adults who demonstrate learning disabilities.

5. Employers frequently do not have the awareness of, or sensitivity to, the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware of the issue, and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.

6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability, or may have resulted from past experiences with others unable or unwilling to accept, understand, or cope with the person's disabilities.

7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.

8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

In addition to these concerns identified by the NJCLD, adults with learning disabilities are frequently viewed as not having *real* disabilities and, as a result, are often not given access to information about their civil rights and about how to become their own advocates for these rights. Consequently, they are denied the information they need to bring about change for themselves and to take control of their lives.

An Agenda for Action

Improving the overall quality of how our society responds to adults with learning disabilities is a global issue which needs to be addressed by society in general. There are, however, unique responsibilities within the field

of adult literacy. The field must acknowledge that it has a significant history of inaction and that there has been an absence of information about effective services for adults with learning disabilities. With this acknowledgment, program leaders can make a commitment to take the first step in carrying out a new agenda for radically changing current practices in literacy programs. This opportunity to change the lives of millions of adults cannot be missed.

Every literacy program in America can embark on an aggressive campaign to develop high-quality, high-impact literacy services for adults with learning disabilities. To do this, every literacy program should make the following commitments:

- **Understand, use, and demand more research-based practices.** When research is not available to guide practice, literacy programs should demand that federal or state funding be provided to develop practice, and thoroughly test the practices on adults with learning disabilities.

- **Believe that they can improve all literacy services by improving services for adults with learning disabilities.** Practices for serving adults with learning disabilities are based on the idea of providing explicit and structured instruction while honoring and building on the perspectives, knowledge, skills, and experiences of the individual. The process of understanding and then trying to achieve this balance is at the very heart of offering LD-appropriate literacy services.

- **View all those in literacy programs as having a high probability for having learning disabilities.** Not everyone enrolled in literacy programs has learning disabilities. However, most adults with low literacy skills are likely to have learning disabilities. Many of these individuals will not seek formal diagnostic testing to confirm a learning disability. Instruction that is appropriate to learning disabilities—whether or not a learning disability is confirmed—should be the rule rather than the exception in literacy programs. In addition, literacy programs should continuously consider, at all phases of an adult's participation in a program, whether confirmation of a *suspected* learning disability could provide civil rights protections that might have a positive impact on the adult's success in life.

- **Make the improvement of LD-appropriate literacy programs a top priority.** To create changes that are required, programs need to embrace policies and procedures that will ensure high-quality services for adults with learning disabilities. These policies include

spending more time learning about learning disabilities, assessing learning problems, developing effective instructional plans, using high-quality instructional methods, and developing necessary community linkages.

- **Enlist private and public organizations to help shape a new system of thinking about civil rights and develop policies and services related to learning disabilities.** Changing current practice in literacy programs is only part of the solution. If literacy programs try to do this alone, their efforts will always be inhibited by resources, time, and the problems associated with transferring new knowledge and skills into the real world. They must develop links to the community that will ensure adequate resources, support, and follow-up. By making these connections, literacy programs can ensure that adults with learning disabilities can continue to be successful, not only in literacy programs, but in life in general.

How practitioners think and interact with adults with learning disabilities affects the adults in many ways, such as their ability to learn or their self-perception, hopes, fears, and accomplishments. Adults with learning disabilities sometimes have few allies to stand by them and champion their cause. Literacy practitioners are among the few professionals that adults with learning disabilities can turn to for help fighting the battles that they face every day of their lives.

Although their resources are few and their numbers small, literacy practitioners possess the greatest asset of all—relentless courage. They have nothing to lose and everything to gain by accepting this call to action to help improve the lives of millions of adults with learning disabilities.

Overview of *Guidebook 3*: *The Planning Process*

This is the third of five guidebooks in the *Bridges to Practice* series. The purpose of the series this to help literacy programs and practitioners (teachers, tutors, volunteers, and program leaders) develop or improve services to adults with learning disabilities.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

- Preparing to Develop the Instruction Plan
- Determining a Curriculum
- Developing the Instructional Plan
- Selecting Instructional Materials
- Systems and Program Change

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Guidebook 3 is divided into five sections. The information included in these sections will help program staff to answer the following questions about planning:

- How can literacy program staff ensure that planning practices in adult literacy programs increase the success of adults with learning disabilities?
- When should planning be done?
- How can assessment information guide the planning process?
- How can literacy practitioners effectively select curricular materials?
- How can literacy program staff determine which curriculum options are appropriate for each learner?
- How can literacy program staff decide the balance between the use of accommodations and teaching?
- How can literacy program staff involve the learner in the planning process?
- How can literacy program staff make instructional adaptations for the learner?
- How do literacy program staff write the instructional plan?

Section 1: Preparing to Develop the Instructional Plan

This section first discusses the important role that planning plays in successfully educating adults with learning disabilities. The section then describes how the information that was gathered in *Guidebook 2* is used in the instructional planning process.

Section 2: Determining Curriculum Options

This section includes descriptions of the various curriculum options that are available to educators. Each description includes a section on when the curriculum is appropriate for the learner's needs.

Section 3: Developing the Instructional Plan

This section details the steps in developing the components of an instructional plan: selecting the goals, breaking the goals into short-term objectives, and creating unit and lesson plans. This section also provides suggestions for involving the learner in the planning and determining when adaptations to the instructional plan may be needed for particular learners.

Section 4: Selecting Instructional Materials

This describes the process for selecting instructional materials. An important part of this section is Standards for Selecting Instructional Materials, a validated process created for this guidebook. From this effort, the report cards in Appendix B provide information on many popular instructional materials.

Section 5: Systems and Program Change

This section presents information about how to promote program and systems change related to services for adults with learning disabilities. It also presents indicators of high-quality programs which practitioners may find useful in thinking about change for their programs.

Case Studies

Throughout this guidebook, there are case studies about Alex and Delia which were introduced in *Guidebook 1* and continued in *Guidebook 2*. Their experiences in adult literacy programs are helpful in illustrating the practices described in these guidebooks. Because their needs vary, at a certain location there may be an example using either or both adults.

Bibliography

These suggested readings were selected by special education and adult education professionals during the field-test and review process of developing *Bridges to Practice.*

Preparing to Develop the Instructional Plan

Why Planning Is Important

Planning is the process by which you decide what and how to teach. The effective adult educator collaborates with the adult learner to write plans that identify everything from the overall goals that brought the adult to the literacy program to specific goals for individual lessons. This guidebook describes those plans and the process for writing them.

Planning incorporates your understanding of the learner's needs and learning abilities, and your knowledge of specific curricular options and approaches to instruction. That information guides you and the learner to specify teaching/learning goals that will be broken down into short-term objectives. Each of those objectives will in turn be useful as you and the learner plan corresponding units and lessons together.

Planning does not end after you have developed individual lesson plans, however. Planning is an ongoing process. You continually plan as you select instructional materials, conduct lessons with the learner, and evaluate the effectiveness of his or her efforts.

The appropriateness of the instructional plans (and how well you and the learner follow them) is the foundation for the learner's success, but not the only factor. Skill and motivation, on the part of both you and the learner, are also critical, as are your expertise in teaching adults with learning disabilities and your ability to be flexible (even the best plans have to be modified once they are put into action).

Appropriate planning requires time and effort, but without plans, you are operating on random chance. There are numerous steps in good planning, but when they become a routine part of teaching, they no longer take that much time. Busy educators are bound to tell themselves, "I would plan more carefully had I the time and resources." But failing to plan for instruction almost guarantees that the learner will not meet his or her goals. The adult learner with learning disabilities (and you) cannot afford another experience where she or he either fails or "just gets by."

Incorporating Assessment Information

The first stage of developing an instructional action plan is to collect assessment information about the adults. This information is critical for the next stage of determining the best curriculum options(s) for the adult. *Guidebook 2: The Assessment Process* describes the assessment stage in depth. This section provides a brief review of the sources of assessment information that were presented in *Guidebook 2*, and discusses how that information should be summarized into a learner profile. Figure 2.1 shows the types of assessment information you will need to create a learner profile.

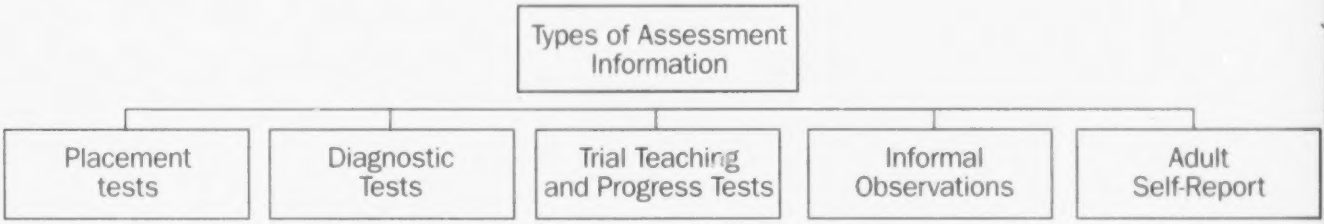


FIGURE 1.1
Types of existing assessment information

Placement Tests

Placement tests are sometimes administered when an adult first enters a literacy program. They are used to determine skills and knowledge levels in areas such as reading, writing, and mathematics. The results of these tests provide general information about achievement. If a learner has been formally diagnosed as having a learning disability, it is likely that in addition to the assessment for learning disabilities, some placement testing has been included in the diagnostic process.

Diagnostic Tests

Because placement tests generally provide broad information about the skill levels and knowledge of the learner, additional diagnostic assessments may be necessary for planning instruction. A qualified professional frequently administers specific diagnostic tests. For example, if a placement test indicates that the learner has significant difficulty in math computations, a diagnostic test may be given to determine exactly what types of math computations are problematic for the individual. Diagnostic tests are used for making curriculum decisions, planning instruction, and profiling a learner's strengths and literacy challenges.

Trial Teaching and Progress Tests

Many people in the field of learning disabilities believe that the best type of assessment for instruction involves trial teaching and frequent progress testing; that is, once an area of instruction has been targeted, systematic instruction begins, and learning and performance are evaluated as part of almost every practice session. These assessments are often informal and provide you and the learner feedback on how the learner is progressing. If the learner's progress begins to plateau or decline, you need to seek a solution that will enhance progress.

Informal Observations

Many informal sources of information can be used to help you decide what to teach. Sources include:

- your observations as the learner completes tasks (*i.e.*, refusal or reluctance to complete some tasks, difficulty in concentrating on tasks, noticeable distraction by surrounding activity or noises, or increasing frustration demonstrated while completing tasks);
- work samples that the learner completes (*i.e.*, marked differences in the level of achievement in some areas, erratic error patterns, or trouble following procedures);
- informal conversations with the learner in which the conversations have breaks as a result of misperceptions, limited vocabulary, inappropriate humor, or listening comprehension errors;

- observations about the learner's work habits (*i.e.*, difficulty following a sequence or organizing work to get started); and
- comments from other learners or significant others about the learner's performance or work habits.

Adult Self-Report

The learner is an important source of information. A variety of surveys and questionnaires can be used to probe the learner's perceptions. The learner's responses to the following questions will assist you in determining the learner's preferences and needs:

- What prompted you to seek literacy assistance or become interested in our program?
- What problems are you currently experiencing in your life that you feel may be related to problems with reading or writing?
- How comfortable do you feel in social or public situations, interactions, and relationships?
- Are you always able to express your wishes and ideas with others as you would like to?
- What do you feel you need to learn to meet your needs and fulfill your goals?
- What specific types of learning problems and situations have you encountered, and in what settings?

It is important to remember that test scores alone do not indicate what needs to be learned. You need to talk with the learner about his or her goals, learning abilities, and learning history, and provide an opportunity for the learner to volunteer information about any relevant disabilities. All of the findings associated with these discussions, together with those from test scores, then become a part of the information process as you plan specific goals or outcomes to share with the learner.

Case Study

Incorporating Assessment Information

DELIA

Delia is a 47-year-old woman who came to the Community Learning Center (CLC) to improve her reading and writing skills in order to advance in her work at the Green Thumb Nursery. Her intake interview and initial placement tests indicated that she needed to develop her skills in word attack, spelling, and recall. A vision and hearing screening ruled out any vision or hearing problems as a likely explanation for her difficulties in recognizing and applying word endings. After a few weeks of working together, the CLC staff got permission from Delia to screen her for a possible learning disability. Screening results indicated that Delia probably has a learning disability. In a discussion involving Delia and the staff, Delia decided that she did not need to continue with formal assessment to determine whether she had a learning disability. (*Guidebook 2* describes the process the CLC staff followed to develop and implement an LD-appropriate assessment and screening process.)

After the assessment information was collected by program staff and shared with Delia, she and Jan, her tutor, started their next session by reassessing her personal literacy goals in light of the new information. They worked together to list her goals, learning strengths and preferences, and which instructional adaptation seems to work best for her. Next, they listed skill, strategy, and knowledge areas for improvement.

Creating a Learner Profile

A learner profile is a summary of the adult's current assessment information. It should include demographic, educational, and work information, as well as specific assessment information. An essential part of this report is the discussion of what the learner thinks are his or her strengths and literacy challenges (information that the adult realizes needs to be learned).

The learner profile is a summary report of the current situation. It will be used often as you and the learner work together to develop an instructional action plan. (For more information on creating a learner profile, refer to *Guidebook 2: The Assessment Process.*)

SECTION 2

Determining a Curriculum

When planning with the adult who has learning disabilities, you have five major curriculum options to choose from. To select the appropriate curriculum option, ask yourself and the adult these five questions:

- **Basic skills:** Does the adult need to learn basic skills for acquiring and expressing information?
- **Learning strategies:** Does the adult need to acquire learning strategies for completing tasks efficiently and effectively?
- **Critical content:** Does the adult need to learn critical content necessary for daily interactions and responsibilities?
- **Social skills:** Does the adult need to learn social skills for interacting successfully with others?
- **Self-advocacy:** Does the adult need to learn self-advocacy strategies for communicating his or her interests, needs, and rights?

You and the learner may determine, based on the learner's needs and goals, that it would be helpful to select more than one curricular option. It is possible for the learner to use more than one type of curriculum simultaneously. This is especially true for the self-advocacy option. It could be argued that self-advocacy skills should be an assumed need unless the learner provides evidence otherwise and should be taught along with any other curriculum chosen. A description of each curriculum option follows.

Basic Skills Curricula

Basic skills curricula are the foundation for most instruction in adult literacy programs. This type of curriculum targets fundamental skills in the academic areas in which the person is experiencing difficulty, such as word decoding, syllabication, or math calculation functions. The goal is to sequentially improve the learner's skills. A basic skills approach is used on the premise that when adults learn individual skills, such as word decoding, the new skills will prepare them for performing more meaningful tasks, such as reading for comprehension.

Key Elements

Effective instruction in basic skills usually involves remediation or reteaching of skills that correspond to the learner's ability levels, usually determined from intake interviews and testing. A basic skills curriculum should include each of the following areas:

READING

Curricular content should emphasize

- explicit instruction in phonological awareness designed to help the learner recognize speech sounds and blend them into meaningful units;
- decoding and word-recognition activities designed to teach the learner how to recognize words;
- oral reading fluency development to help the learner read quickly and effortlessly; and
- reading comprehension strategies to help the learner understand and remember what has been read.

MATHEMATICS

Curricular content should include information related to

- the language of mathematics to help adults learn the meanings of symbols and words used in math problem solving;
- the "big ideas" or concepts central to mathematics to help learners organize their thinking about math; and
- strategies for solving math problems.

WRITTEN COMMUNICATION

Curricular content should include information related to

- the means of writing—to address problems related to prerequisite skills (for example, holding the pencil, directionality, spatial orientation), handwriting, and word processing;
- the mechanics of writing—to address problems in spelling, capitalization, grammar, and punctuation; and
- the composition process—to address problems in planning and organizing, semantics, crafting sentences and paragraphs, editing, and revising.

Appropriate Use of Basic Skills Curricula

A basic skills curriculum is usually necessary for adults who have failed to learn from traditional instruction. Basic skills teaching is based on the assumption that the learner should first be taught a sequence of individual skills; instruction can then progress to applying those literacy skills to meet life demands.

Proponents of basic skills curricula contend that this instruction directly addresses each of the student's learning problems in the order in which they need to be addressed. Critics of this curricular option, on the other hand, suggest that progress in acquiring basic skills is often slow and, therefore, the learner loses motivation easily.

Most individuals need to read at least at a 4th- or 5th-grade level to meet everyday literacy demands. Adults who are reading below that level may be excellent candidates for intensive basic skills instruction. Adults reading at or above that level may profit more from other curricular options.

Effective instruction in basic skills requires intensive and frequent practitioner-directed instruction and practice opportunities. The work involved in acquiring basic skills should be thoroughly explained to the learner when goals are set. If the learner does not wish to invest the amount of time required to attain the desired level of literacy skills, other instructional options should be considered. For many learners who are engaged in a basic skills curriculum, it may be appropriate to simultaneously learn related skills through one of the other curricular options.

Learning Strategies Curricula

A person's approach to a task is called a strategy. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task. Strategies that focus on how the learner acquires, stores, and expresses information or demonstrates competence are called learning strategies. A learning strategy helps individuals wisely use what they already know in order to enhance their learning and performance. It should help learners apply the basic skills they have already learned to complete complex tasks. Learning strategies usually consist of sets of steps or procedures that guide the learner in ways to act and think.

Key Elements

A learning strategies curriculum is composed of strategies that are important for the completion of tasks. Learning strategies help adults address common challenges, such as

- what to do when they come to an unknown word (*e.g.*, a decoding strategy for word recognition),
- how to ensure that they understand and remember information as they read (*e.g.*, a strategy for self-directed comprehension questions as they read),
- how to integrate visual and text information (*e.g.*, a strategy for repeatedly viewing a graphic as they read about it),
- how to ensure that they write complete and interesting sentences (*e.g.*, a paragraph composition strategy), and
- how to take a test (*e.g.*, a strategy for keeping track of testing time remaining).

A good learning strategy should give the learner an efficient and effective approach to completing a task. Therefore, the strategy should contain steps that help the learner approach, think through, and complete the task.

Learning strategies should include as many of the following six features as possible:

1. INFORMATION ON HOW TO USE THE STRATEGY

Identifying characteristics of situations and conditions under which the strategy should be used will help promote appropriate use and generalization. This includes information on why, when, and where to use the strategy.

2. SPECIFICATIONS OF ENTRY-LEVEL OR PREREQUISITE SKILLS

Entry-level skills, such as being able to understand sentence capitalization and punctuation in order to write sentences, need to be spelled out if they are required. Then they should either be taught before teaching a specific strategy or included as a step of the strategy itself.

3. A CLEARLY DEFINED STEP-ORIENTED APPROACH

An efficient strategy is a collection of the best ideas for how to complete a task. These ideas should be organized into a clear sequence of steps. Although there is not always one "best" approach to a task (each adult may have a different best approach), there is always one outcome used to judge success: Did the learner successfully complete the required task?

The step process should do the following:

- **Limit the number of steps to seven or fewer.** Fewer steps reduce the memory load on the learner and aid recall of the strategy. If a step is complex, it should be broken down into mini- or sub-strategies.
- **Contain appropriate words.** The words selected for the steps of the strategy should be familiar, easily understood, and meaningful. Essential, but unfamiliar words should be taught as part of instruction. Each strategy step should begin with a verb or an action word that relates to the physical or cognitive action to be taken. Words such as underline, ask, decide, and mark convey more meaning and are easier to remember because they describe activity.
- **Prescribe observable actions.** A strategy must lead to both information processing and physical action. The physical action, such as listing information, allows both the learner and instructor to observe and monitor progress. Steps that involve observable actions should reflect the thinking behind them. These explanations provide guidance for how to think about meeting the demands of the task. For example, if the steps of a strategy involve self-questioning to improve comprehension, then the explanation for the strategy should provide guidance on how to pose questions to oneself.
- **Include a remembering system for the steps.** Adults with learning disabilities often have difficulty memorizing information. Each step of the strategy should be short and to the point, so that minimal memorization is required. In addition, a remembering system, such as a mnemonic device, is useful for promoting recall. The mnemonic device should use easily memorized key action words. For example, if

an employee whose duties included taking messages off an answering machine needed to remember and organize the steps, he or she might use the mnemonic PHONE.

Play the messages
Hear each message and write it down
Organize the messages by the person for whom each message is intended
Notify each person of his or her messages
Erase messages

The mnemonic device should relate to the overall process. For example, a mnemonic such as CONVERT, related to the steps necessary to convert fractions to decimals, would more easily prompt the appropriate steps than the acronym RADIO.

4. SPECIFIC COGNITIVE STRATEGIES

Most learning systems include information-processing strategies, such as organizing, interpreting, selecting, storing, and retrieving information. Without information-processing strategies, a procedure is nonstrategic.

5. ENCOURAGEMENT FOR THE STUDENT TO USE FEEDBACK

It is important to include cues related to self-evaluation, self-monitoring, reviewing, and evaluating in the steps of a strategy. These cues encourage adults to ask questions such as "What do I need to do?" "How should I do it?" and "How did I do?" Many adults with learning disabilities do not realize that good learners "talk to themselves" during learning.

6. TIME LIMITS

Most strategies must be performed in a short time period. If a strategy needs to be performed over an extended period, it may be ineffective.

Appropriate Use of Learning Strategies Curricula

Because adults with learning disabilities often lack a strategic orientation to learning, it is difficult for them to achieve independence without instruction in learning strategies. The research on the effectiveness of this approach provides a compelling argument for selecting it. For adults who are functioning at or above a 4th- or 5th-grade reading level and who wish to become more effective and efficient readers and writers, serious consideration should be given to this type of instruction.

A learning strategy benefits adults most if it can address problems encountered across many situations. The more often that learners use the strategy, the more likely they see its relevance and use it. Likewise, a learning strategy should also address problems that learners encounter regularly.

Critical Content Curricula

Many adults with learning disabilities possess limited background knowledge about the world simply because of their difficulties in obtaining information through typical reading and listening activities. This lack of knowledge may put the adult at a disadvantage in work and social situations. The purpose of this curricular approach is to provide instruction in information that the adult needs immediately. Critical content curricula involve a specific knowledge base, for example, information required for a job, knowledge needed to pass a driver's test or gain citizenship, or specific science or social studies content to pass the GED Tests.

Key Elements

Critical content curricula should

- relate to a life need (*e.g.*, driving, passing the GED Tests);
- address knowledge that is immediately useful to the adult;
- be taught directly; and
- contain sufficient practice to ensure intensity.

Appropriate Use of Critical Content Curricula

Many adults with learning disabilities need to learn large amounts of content. Typically, they have not yet learned the strategies necessary to independently acquire the knowledge needed for daily life experiences. This option is appropriate for the adult who presents a specific need for information. For example, a young man purchasing a car for the first time will need to know about insurance. If he has never learned that information and does not have the necessary reading skills to acquire the information independently, then it is appropriate to teach him about insurance.

Instruction in critical content requires that you sort through the conceptual information, select the most important concepts and supporting information, and then help the adult acquire the information. However, be aware that, without a strategic approach to learning new information, the learner will not be able to function independently. For this reason, incorporating a learning strategies approach as well may be advisable.

Social Skills Curricula

Instruction in social skills involves teaching adults how to interact with others appropriately. Although social skills instruction is not typically considered part of academic literacy, it is an area in which many adults with learning disabilities need assistance. For example, the top five skills that Fortune 500 companies have listed as desirable in employees involve social skills: teamwork, problem solving, interpersonal skills, oral communication, and listening.

Key Elements

Social skills curricula should teach the learner how to

- interpret a social situation,
- select appropriate social skills,
- apply skills fluently,
- modify a social skill as a situation changes, and then
- integrate a variety of social skills to meet the demands of a variety of life situations.

The following list, taken from *Social Skills for Daily Living* from American Guidance Associates, provides examples of the areas that might be targeted:

CONVERSATION AND FRIENDSHIP SKILLS

- actively listening: making sure one understands what's being said by listening and asking questions
- greeting someone by saying "hello" and asking a question
- ending a conversation in a friendly way
- answering questions appropriately, honestly, and completely
- asking questions for clarification, for more information, or to start a conversation
- introducing oneself: saying one's name clearly and shaking hands, if appropriate
- joining conversations appropriately, not being rude, and not talking when others are talking

GETTING ALONG SKILLS

- accepting thanks and compliments appreciatively
- thanking others and giving compliments sincerely
- apologizing for mistakes and offering to make amends appropriately
- accepting "no" for an answer without arguing
- resisting peer pressure: gracefully saying no to friends when they suggest an undesirable activity and/or suggesting an alternative activity
- accepting criticism: listening and understanding criticism without anger and explaining how one will try to change what's being criticized, if appropriate
- giving criticism in a calm manner

PROBLEM-SOLVING SKILLS

- listening to instructions and carrying them out accurately and in a pleasant way
- asking for help when needed
- asking for feedback and suggestions for improvement
- giving solid reasons for doing or believing something
- solving problems: analyzing a problem, developing solutions, choosing the best alternative, planning, and carrying out the solution
- persuading others to agree with something or do something
- negotiation: when in a conflict, coming to a compromise and reaching an agreement by engaging in a calm discussion
- appropriately joining group activities
- initiating activities with others and making the needed arrangements
- helping others when needed (without doing the task oneself)

Appropriate Use of Social Skills Curricula

Adults with learning disabilities often have difficulty learning and using social skills. Difficulties with short-term memory, attention, expressive and receptive communication, and an inability to interpret facial expressions or gestures may predispose adults with learning disabilities to poor social skills. However, social skills can be taught so that adults with learning disabilities not only possess the skills and strategies necessary to function in everyday life but also face less of the discouragement and isolation often created by poor social skills. With appropriate instruction, an adult can develop the social skills necessary to be more successful in all aspects of daily life. Social skills instruction may be a priority for some adults who are concerned with maintaining employment or a circle of friends.

Self-Advocacy Curricula

A curriculum in self-advocacy involves teaching information that will enable adults with learning disabilities to: (a) make informed decisions; (b) set goals; (c) communicate interests, needs, and rights to achieve goals; (d) take responsibility for decisions and advocacy; (e) apply self-advocacy information, skills, and strategies across a variety of situations; and (f) link with support resources or agencies in the community that will provide the adult with opportunities to develop self-advocacy skills over time.

Key Elements

To many people, literacy is more than being able to read. Being literate means being able to perform a variety of functions independently and to fully participate in and enjoy life. Teaching an adult to be a self-advocate involves a combination of strategies, social skills, and knowledge. Self-advocacy curricula should include the following characteristics.

UNDERSTANDING OF THE INDIVIDUAL'S LEARNING DISABILITY

Adults need to know the characteristics of their learning disability and how these characteristics affect their learning. They should learn how to detect situations in which their learning disabilities may cause a learning or performance problem.

INFORMATION ABOUT THE LEARNER'S LEGAL RIGHTS AND RESPONSIBILITIES

Adults should be fully informed of their rights under the law, the responsibilities of employers and agencies related to providing equal access to services for adults with learning disabilities, and the mechanisms that are in place to obtain these rights. Advocating for these rights should include instruction in self-understanding and self-assertion.

SOCIAL SKILLS FOR SEEKING HELP AND COOPERATION

Adults should be taught social skills for situations such as requesting the information they need about testing or other situations in which they may need accommodations. They also need to be taught the appropriate ways to share specific and relevant information with professionals and employers.

WAYS TO REQUEST ACCOMMODATIONS

Learning about accommodations puts emphasis on discovering useful ways of coping with and getting around the functional limitations of an individual's learning skills. Adults need to know the types of accommodations which are appropriate for their specific disabilities, how accommodations should be provided, the conditions under which accommodations should be used and will be helpful, how to request accommodations, and how to seek and use accommodations independently. The challenge of requesting accommodations also may require instruction in specific social skills.

EMPHASIS ON MEETING INDIVIDUAL RESPONSIBILITIES

Self-advocacy involves accepting the responsibility for one's own success. Adults need to learn the actions necessary in specific situations to function independently and responsibly.

Appropriate Use of Self-Advocacy Curricula

Adults with learning disabilities often face situations or conditions in their lives that they feel helpless to improve. For example, they may not have been given equal access to a desired employment opportunity because reasonable accommodations were not provided. When conditions in an adult's life demand change, a self-advocacy curriculum should be considered. In most instances, this approach simply enhances other options selected.

Case Study

Determining a Curriculum Option

DELIA

After Delia and Jan made their goal list, they reviewed each goal and discussed what was required to reach each goal. They then began to target specific objectives to achieve goals. They agreed to focus on reading and writing skills for her job, including learning strategies for improving her comprehension. They decided to work on paraphrasing to encourage Delia's comprehension as she reads and a self-questioning strategy as a way for her to check her own comprehension. Jan had attended several workshops provided by the CLC to develop her teaching skills in these strategies.

After the planning meeting with Delia, Jan began to consider how to help Delia achieve her goals. Jan decided that she herself has to keep three instructional goals in mind. First, she needs to consider which curriculum options will best facilitate meeting Delia's needs in the areas of reading, writing, and comprehension skills and strategies. Second, she wants to help Delia retain and retrieve information by developing some effective strategies that will maximize the skills that she already has. Third, she wants to teach Delia how to communicate and advocate for how she learns best.

Based on the information that they had collected about Delia (Jan was careful not to assume Delia has a learning disability, despite the results of the screening tests), Jan was able to think about the nature of instruction that would be most appropriate for Delia. Jan knew that an effective instructional plan for Delia will need to include explicit instruction, so that Delia understands why things are being taught and practiced in a particular way; the plan will also need to involve significant structure and guidance in the learning activities.

Jan determined that basic skills and learning strategies curriculum options are the most effective approaches for Delia, because they seem to be the best match for Delia's goals and learner profile.

Developing the Instructional Plan

Learning is a journey. Planning for that journey starts with a vision of the broader routes and destinations and the means for reaching them. The journey begins with the formulation of program goals and objectives, then moves on to how instruction is organized into units and lessons.

Effective instructional planning for adults with learning disabilities incorporates sensitivity to a wide variety of learning disabilities, creates an environment that promotes strategic learning and performance, and addresses the different levels of instruction.

Instructional plan development includes three major steps:

1. set realistic and attainable goals
2. break down goals into short-term objectives
3. transform short-term objectives into unit and lesson plans

Because of the characteristics of adults with learning disabilities, certain instructional principles (described later in the section "Making Instructional Plans LD-SMART") must be ingrained into this planning process.

Step 1: Set Realistic and Attainable Goals

Adult learners enter programs for specific reasons. The learner profile described on page 9 provides the springboard for the adult to clearly define and prioritize his or her reasons for seeking literacy instruction. From this profile, realistic and attainable goals can be generated. The learner's levels of commitment will correlate with his or her involvement and agreement with the program direction. However, you have an obligation as a professional to advocate what you think are appropriate goals.

Adults with learning disabilities may have difficulty setting goals because they may not have learned how to do so. Sometimes they select goals that are not easily or immediately attainable. You need to help learners identify what they want from your literacy program. For example, a long-term goal might be getting a new, more interesting job or buying a new home. A more specific, immediate goal may be obtaining information from the newspaper to locate job or real estate opportunities.

Adults with learning disabilities are at risk of selecting unattainable goals, not because they cannot achieve them, but because they set unreasonable time criteria for attaining their goals. The learner can become more realistic about the amount of time necessary and available to achieve a goal by using a calendar to keep track of deadlines, assignments, and meetings.

Case Studies

Setting Realistic and Attainable Goals

ALEX

Alex explained at his first appointment at the Community Learning Center (CLC) that he wants to read and write so that he can get a better job and read to his child, due in another month. Joel, the program coordinator, Alex, and Wilma, his tutor, discussed the fact that his placement scores are low and that decoding is his primary deficit.

Together they concluded that the best curriculum option is basic skills instruction in reading and writing. Wilma explained that it will take time for Alex to acquire these basic skills, but the fact that he is motivated to start now is encouraging. With steady progress, he should be able to read to his child by the time the child is a toddler.

Alex and Wilma agreed to meet again with Joel, but in the meantime, they will work together to determine his goals and develop an instructional plan. His initial goals, "to read and write better," are too broad and need to be better focused.

After discussion, Alex came up with three goals: "I want to be able to read the weekly memo from my boss," "I want to be able to write a note to my boss at work on my own," and "I want to be able to read an article I have about fatherhood."

DELIA

After Jan had time to think through the various curriculum options, she shared her conclusions with Delia. Delia asked a few questions, and then she and Jan began to discuss a goal attainment plan. Delia did not contribute much to this conversation, because she was not sure how she could meet her goals. By asking questions, Jan was able to get Delia to give more input. For example, Jan asked Delia if she would stick with the program if the lessons involved rehearsing the pronunciation of words and practicing writing them. (This would help build skills in reading comprehension and spelling, but Delia had difficulty attending to final digraphs and recalling procedures such as decoding skills.) Delia agreed that this goal is achievable.

The first goal they agreed to work on involved a basic skills curriculum. Jan explained to Delia that, although the goal of pronouncing and spelling words may sound boring, it is an integral step toward achieving Delia's broader goals of being able to read and write well enough to advance at her work place. Delia seemed to trust Jan's expertise, but she did not appear convinced that she would meaningfully improve her reading and writing. Fearing that Delia might get bored without an initial goal that seemed practical to her, Jan suggested they incorporate into the goal that Delia would bring lists of difficult words that she encountered at work to serve as the basis for some of the practice.

Jan and Delia agreed it would be best to meet twice a week to keep the momentum going. Delia said she was busy with work, but she would try to participate twice a week.

Step 2: Break Down Goals into Short-term Objectives

After the goals have been set, the second step in the instructional plan development process is to break down the relatively large, long-term goals into short-term objectives.

Many adults who enter adult education or literacy programs have at least one relatively long-term goal (*i.e.*, to pass the GED Tests). However, adults need to break such a long-term goal into a series of smaller objectives or tasks. Short-term, explicit objectives are met more easily, keep learners motivated, and allow learners to see progress. Short-term objectives also provide greater focus for learners who have low self-esteem, especially if they have had trouble meeting unrealistic long-term goals. An example of an explicit short-term objective for the goal of passing the GED Tests could be to learn to calculate fractions.

Many adults with learning disabilities have difficulty breaking goals down into smaller objectives or tasks. In fact, in many cases, lack of goal attainment is directly related to lack of understanding of the components needed to reach specific goals. During this stage of instructional planning, learners may need specific and direct assistance in task analysis.

To construct short-term objectives, consider the following principles.

Objectives Can Be Sequential or Concurrent Components of a Goal

SEQUENTIAL ANALYSIS

When analyzing a particular goal, it may be appropriate to think about the sequence of steps to reach the goal. For example, if the goal is to get a new job, a sequence of objectives for the adult might be to

- locate resources listing job opportunities,
- match qualifications and interests to available jobs,
- make inquiries,
- complete applications,
- schedule interviews,
- participate in interviews using appropriate behaviors, and
- make a decision about job offers.

CONCURRENT ANALYSIS

Another way to analyze a goal is to think of the components without reference to a particular order. These are called concurrent objectives because the learner can work on elements of each objective simultaneously. For example, using the same goal of getting a new job, objectives (which might not be sequential) could be to

- explore career alternatives,
- use appropriate interactive communication and social skills,

- obtain information from resources,
- complete job applications appropriately, and
- use a decision-making strategy.

Objectives Should Be Clear and Specific

Vague objectives are not helpful to the learner. The following are examples of how vague objectives can become specific objectives:

Vague: "I want to get along better with the people at work."
Specific: "I want to be able to join a conversation at the lunch table at work."

Vague: "I want to learn how to use the manuals at my factory."
Specific: "I want to read the manual that describes the operation of the machine I run at work."

Vague: "I want to read the newspaper."
Specific: "I want to read the sports section of the newspaper."

Objectives Should Be Measurable

It is essential that learners have specific criteria against which to measure their performance. Answering questions with 100% accuracy, building a fence around the entire yard, paying all the monthly bills, or going to the store and returning with everything on a list are all objectives that can be measured accurately. Each time the learner visits the literacy program, some record of progress toward meeting goals should be recorded.

Objectives Should Be Attainable

The steps toward achieving a goal must be attainable if the goal is to be met. When learners master those steps, they meet their goal. Time is an important consideration in selecting attainable goals and objectives. Targets that can be reached in a period of six weeks are different from those that require a longer time period. If reaching the objective takes too long, learners may become frustrated by not achieving desired outcomes and give up.

Case Study

Breaking Down Goals into Short-Term Objectives

ALEX

Because Alex wishes to read and write memos at work, he discussed the steps to get there with his tutor, Wilma. Although those were his goals, he realized he needed to gain some basic skills in reading.

Alex readily agreed that he has trouble with sounds and syllables. "I never knew how to figure out a word," he explained. Wilma described a step-by-step way to teach sounds. She explained that multisensory, structured language teaching gives a student an understanding of word construction so that guessing no longer is necessary. "When you learn sounds in this way," said Wilma, "you learn to blend them together to read a word and also pull apart the sounds in a word in order to spell it. Rather than learning all the sounds at once, you learn some and then you practice reading and spelling with those sounds." She then cautioned, "This way of learning takes time. You won't be able to read the memo or write a note to your boss right away. However, you will be able to figure out words without memorizing them and eventually read the things that you want to read. To do this, however, you need to agree to first learn some of the sounds and build from there. We could write a short-term goal and see how that goes."

Alex agreed to set short-term goals. He wants to learn how to read so that he does not have to memorize everything and guess. Together, he and Wilma wrote two short-term goals (one for reading and one for writing).

Goal 1: I will read one-syllable, short-vowel words with 95% accuracy.

Goal 2: I will write dictated sentences containing one-syllable, short-vowel words and proofread them for spelling, punctuation and capitalization with 90% accuracy.

Step 3: Transform Short-Term Objectives into Unit and Lesson Plans

In the third step of the instructional plan development process, decisions about curriculum and instruction need to be translated from short-term objectives into working plans for the teacher. There are two levels of planning: unit planning and lesson planning. Usually, most unit and lesson plans are written as sketchy notes. The quality and nature of these plans can dramatically change when you create plans to share with the learner and invite the learner to contribute to the plans, thereby actively including the learner on the journey. You can increase the likelihood that the instruction is appropriate for different adults by planning with other literacy instructors, discussing plans, and revising plans in collaborative planning and teaching arrangements. You may find it helpful to consider the suggestions on collaborative planning for units and lessons.

Unit Planning

Unit planning focuses on thinking about how chunks of content will be organized meaningfully for adults so that they can learn the major ideas included in a learning sequence. A unit is a series of two or more related lessons.

For example, a unit on how to accept criticism might be composed of four lessons: (1) rules of accepting criticism, (2) conditions for accepting criticism, (3) nonverbal skills for accepting criticism, and (4) skills steps for accepting criticism. Figure 3.1 shows a sample social skills unit plan about accepting criticism.

Unit planning includes creating plans necessary for launching the unit, ensuring that the big ideas in a unit are pulled together and learned, and deciding how many lessons will be necessary for the unit. A unit usually ends in some type of summary activity, such as a test or mastery check.

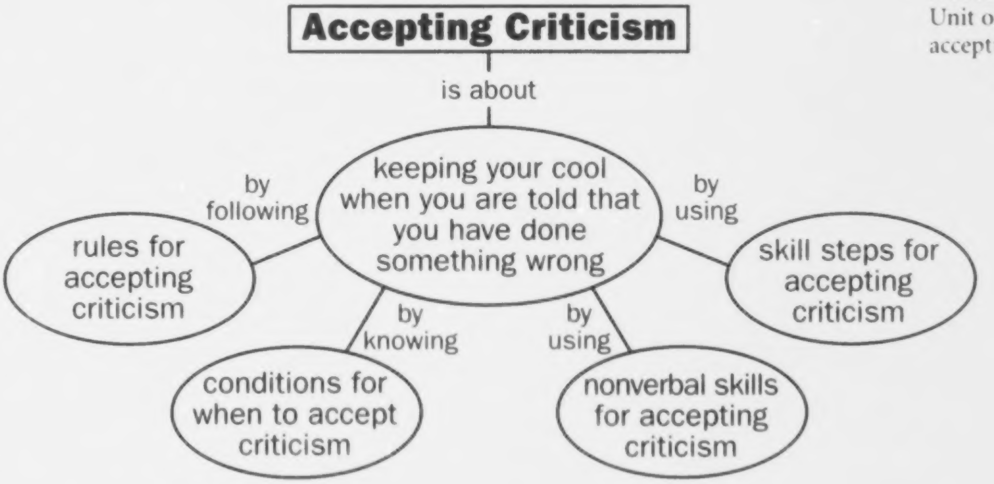

Accepting Criticism
is about
keeping your cool when you are told that you have done something wrong
by following
rules for accepting criticism
by knowing
conditions for when to accept criticism
by using
nonverbal skills for accepting criticism
by using
skill steps for accepting criticism

FIGURE 3.1
Unit organizer for accepting criticism

Lesson Planning

Lesson planning focuses on how a lesson is organized and taught in one or two sessions. Lesson planning involves determining ways to show the adult how the single lesson supports the bigger unit and goal and developing procedures that ensure that the learner masters the content. At this level of planning, practitioners incorporate principles of best instructional practices to design specific activities with appropriate materials.

Case Study

Developing a Unit Plan

ALEX

Wilma explained that they will study sounds and how these sounds work in words. She said this will take time, but that it will be worth it in the end. Alex is glad to do this because he is frustrated trying to figure out new words. Of course, he wants to be able to read everything immediately, but he understands that it will take time. At first, he will practice with words and sentences that have the sounds he is learning.

Joel, the program coordinator, assigned Wilma to work with Alex because of her training in multisensory, structured language teaching. With this background, Wilma is able to create a unit plan for the two short-term goals that had been set. The unit plan includes these steps and critical questions:

- Determine which consonant sounds were known by Alex and then teach others using a keyword mnemonic. "What are the consonant sounds and how do you remember them?"
- Teach all short vowel sounds using a keyword mnemonic. "What are the short vowel sounds and how do you remember them?"
- Instruct how to blend three sounds together, to decode short vowel words (from /b/ /a/ /t/ to "bat"). "How do you blend three sounds together?"
- Instruct how to segment three sounds (from "bat" to /b/ /a/ /t/) and spell, associating the letter with each segmented sound. "How do you segment three sounds?"
- Progress to longer words such as *clash*, *stump*, and *script* (still one-syllable, short-vowel words) after mastery with three sounds. "How do you pronounce longer one-syllable words?"

Making the Instructional Plan LD-SMART

Certain instructional methods are uniquely appropriate for adults with learning disabilities. When it comes to planning for instruction, however, the practices described in this section are appropriate for all learners.

The following planning process has proven helpful in teaching all adults, including those with learning disabilities. It can be used for one-to-one or group teaching. This process is useful for making decisions at all levels of planning. Note that the steps begin in planning and go through completion of instruction.

In planning, you should consider the following SMART planning steps (SMART planning was adapted from Lenz, Bulgren, Deshler, and Schumaker [1994]):

Shape the Critical Questions
Map Critical Content
Analyze for Learning Difficulties
Reach Instructional Decisions
Teach Effectively

The following process will assist you in translating the portions of the instructional plan developed with the learner into working plans for the teaching sessions.

Shape Critical Questions

It is helpful to turn the goals and objectives of the instructional plan into questions that you and the learner can use during instruction. For example, if the program goal is to improve reading comprehension, the question might be: "How do I make sure that I am comprehending what I read?" For another example, if one of the units focuses on learning a paraphrasing strategy to improve reading comprehension, the question might be: "How do I paraphrase as I read to make sure that I understand what I am reading?"

You and the learner can use critical questions as the basis for conversation, and thereby monitor the learner's progress and help the learner maintain focus as instruction progresses. By translating performance objectives into open-ended critical questions, you can help the learner master information.

Map Critical Content

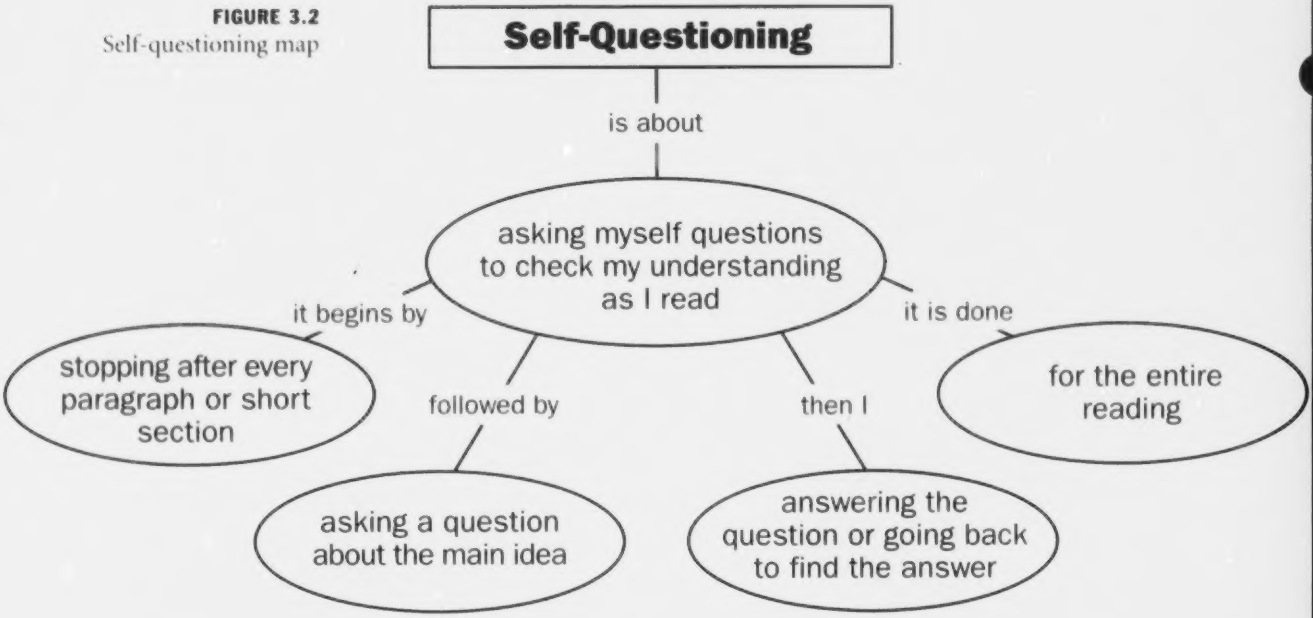
Keeping the critical questions in mind, you then map the critical content of what is to be learned. A concept map is a graphic representation of the organization of information (*i.e.*, content, skills, and strategies) to be learned. You might ask yourself the following questions to help prompt your thinking about how the map will be constructed.

> "If I stopped the learner on the street and asked him or her to describe what I had taught, what would I like the learner to say about the information?"
>
> "How would I like the learner to organize information so that the map will help the learner understand the information, answer questions, and perform tasks?"
>
> "What is the first chunk of information that I want to teach?"

These questions are used to create a graphic map that represents one way of structuring how the content might be learned. Figure 3.2 shows a self-questioning map as an example.

Although critical questions help focus attention on what to learn, there

FIGURE 3.2
Self-questioning map


Self-Questioning
is about
asking myself questions to check my understanding as I read
it begins by
stopping after every paragraph or short section
followed by
asking a question about the main idea
then I
answering the question or going back to find the answer
it is done
for the entire reading

is still a need to help learners understand the information and answer the critical questions. It is your responsibility to help the learner think about the information in meaningful ways. Once the learner understands the information, he or she can be encouraged to reorganize it in a way that might be more personally relevant.

The concept map in Figure 3.2 is designed for a lesson on self-questioning, and is used to help the practitioner organize what to teach. This map can also be used during the lesson to help the learner organize the information.

A good concept map is characterized by its content and its structure. The content of the concepts being taught should be based on the "big idea" paraphrase process. The structure of the concepts, or how the concepts are graphically displayed, should be based on the "component structure" principles.

CONTENT OF THE MAP: BIG IDEA PARAPHRASE

To make the concept map more accessible to the learner, the major points, or big ideas, should be paraphrased. By restating the concepts in another form, you can help the learner understand the meaning. Paraphrases should include the following characteristics:

- ▸ The paraphrase should capture the idea in a few words.
- ▸ The paraphrase should be composed of words that are meaningful to the learner.
- ▸ The paraphrase should be understood by all learners or be easily explained.
- ▸ All outcomes that you expect learners to master can be linked to the paraphrase during instruction.

STRUCTURE OF THE MAP: COMPONENT STRUCTURE

The graphic in the heart of the concept map represents the various components to be learned. A good concept map shows learners how to think about information, skills, and strategies so that they can use the structure to recall the information for later use in lessons. When it is important for the learner to recall the structure of the content, the map should be limited to seven or fewer parts. Thus, the concept map can help the learner limit his or her attention to the big ideas that you and the learner will use to organize the curriculum. Sometimes the learner may not be expected to recall the structure, but will be expected to refer to the structure to help organize discussion and references.

Other characteristics of the structure of a good concept map are as follows:

- Each section of the map should be connected with lines to the other sections of the map where an important relationship is to be established during the lesson. Arrows may be included to show additional relationships.
- Although not all thinking and organizational patterns are linear, the map should present a linear representation of the order in which the content will be learned, or it should show when the components will be presented and how they will be mastered. Some maps may illustrate both. In general, the sections on the left side of the map indicate what will be learned first, progressing to the right side of the map that shows what will be accomplished later.
- Each section of the map should allow for the development of subtopics and associated details. The connecting lines should show the hierarchical relationships between the "big idea" paraphrase and the supporting information. Subcomponents should also be linked by lines to the associated topic. You can use different shapes or color to show the relationship between a component and the associated subcomponents.
- Lines and arrows should be labeled with words that explain the relationship that will be explored during instruction. You can check the clarity of the labels by making sure that a complete sentence is created when you link the topic, the "big idea" paraphrase, and each part of the information structure. The example map for "Accepting Criticism" (Figure 3.1) shows how line labels can be used.
- Adult learners will be better able to use the concept map to help organize their ideas if the maps are simple (*i.e.*, a small number of parts, clear language and vocabulary, and few words).

Analyze for Learning Difficulties

Once you have structured the critical components of the curriculum, you need to review the map and question the potential difficulty of the information. These questions are based on your knowledge of the information and its complexities, your previous experiences in teaching the information, and the characteristics of the learner. You then review what is known about the learner and begin to consider this information.

The following criteria and accompanying questions are included in many successful practitioners' analyses of potential areas of learning difficulty:

- Abstractness: Will learners find that new ideas presented in this unit/lesson are easy to connect to other ideas, and be able to describe the new ideas with concrete examples?
- Organization: Will learners readily see how the important ideas in the unit/lesson are structured and connected, or will they have to study the information in order to perceive the structure?
- Relevance: Will learners readily see how the information in the unit/lesson can be used for immediate and future personal benefit?
- Background: Do learners have the necessary background knowledge to make sense of the information in this unit/lesson? Will they readily recognize concepts and ideas learned from previous learning experiences that will be important in this unit/lesson? Will learners know how to relate new information to what they already know?
- Complexity: Will learners readily understand how to explain the various aspects of unit/lesson information in a straightforward manner, using language that demonstrates their comprehension to others?
- Quantity: Because of the volume of information, will learners readily be able to frame self-test questions and then recall the critical unit/lesson information in order to answer these questions and demonstrate competence on various tasks?
- Relationships: Will learners readily see how relationships in the content of the unit/lesson are used as the basis for assignments, tasks, and tests?
- Language: Does learning the information make demands on the learner that are beyond his or her ability to acquire, store, and express information or demonstrate competence?

Reach Instructional Decisions

This step is important for planning. Decisions are made about how information will be taught, what types of activities will be needed, and what types of materials will be required. Within this broad preparation phase, decisions also are made regarding how learning difficulties will be addressed. Specific planning activities should include the following:

- **Prepare devices and/or tactics.** Review the list of potential learning difficulties and select devices that might be used to guide learning. For example, decide whether a story or analogy might best promote comprehension, and select learning tactics that might help the learner with his or her learning difficulty. Select instructional devices that will address the problems listed in the previous section, "Analyze for Learning Difficulties."

- **Select devices to enhance instruction.** Decide how the instructional device will be used effectively with the learner. It is often helpful to give a learner a mnemonic device to remember a chunk of information or have some pictures ready to make a point. It also is helpful to use a concrete example for a concept or an analogy to introduce a concept.
- **Develop plans for informed and explicit instruction.** Make decisions and develop procedures related to how the instructional devices will be used and how adults will learn the targeted information.
- **Determine rules.** Decide on conditions, agreements, and rules and determine how these rules will be translated into specific practices during lesson implementation.
- **Select and prepare any materials that you may need to carry out the instructional plan.**

Teach Effectively

For methods of teaching effectively, refer to *Guidebook 4: The Teaching/ Learning Process.*

Case Studies

Making the Instructional Plan LD-SMART

ALEX

Wilma went on to create a lesson plan to help Alex perform the skill and answer the critical question. She also created a content map for each lesson so that Alex can keep track of where he is during each lesson. Wilma knew that part of the lesson should be devoted to reading (decoding) the short-vowel words and part of the lesson should be devoted to spelling (encoding) the short-vowel words. She planned the first lesson to cover the consonant and vowel sounds, helping Alex learn them with a keyword. For example, she taught him to say "aaaaaaple" to get the short vowel sound of "a." Subsequent lessons involved practicing with each sound and then working to blend the sounds together into words. The lesson included reading words in isolation as well as in sentences. The spelling part of the lesson began with segmenting words into separate sounds using sound cards. The lesson included spelling sounds, spelling words with cards, and spelling words on paper both in isolation and in short sentences.

Wilma selected the instructional materials for her sessions with Alex with several factors in mind. First, the instructional material was designed to address the chosen curriculum option of basic skills in reading and spelling. The curriculum content emphasized explicit instruction in phonological awareness, speech sounds, decoding, syllabication, and spelling. The material also was selected because of appropriateness and effectiveness with adults with learning disabilities.

Although Wilma had some training in multisensory teaching, she selected materials which would guide her through the instruction. She realizes that she will need to put in study time, but she also knows that Alex requires specialized teaching to succeed. The instructional material chosen had been used in studies with adult students. A research study which had demonstrated the effectiveness of the materials helped Wilma to feel confident using it with Alex. Also, the material provided a means to assess progress, so that Wilma and Alex can measure his growth toward his stated goals.

DELIA

Jan kept track of Delia's progress in the basic skills curriculum designed to develop her ability to recognize word endings. After 5 weeks of steady attendance, Delia was making only slow progress, primarily because she had difficulty remembering the digraph sounds she needed to master. Together, they developed a progress chart and Delia marked her own progress.

Although Jan was pleased with Delia's progress, she was concerned that a "drill-and-kill" routine could cause Delia to drop out of the program. To keep Delia motivated, Jan suggested that they start working on one of Delia's related reading goals. She and Delia decided to work on a self-questioning learning strategy, which will help Delia with her recall of content and, therefore, with her comprehension. The two had planned to begin work on this goal as soon as Delia began to master the digraph recognition skills.

In thinking through how she would teach Delia a self-questioning strategy, Jan reminded herself to use the LD-SMART planning steps. First, she decided that she needed to develop the following critical questions to focus instruction: How do you create good questions to guide your reading? How do you use self-questioning to monitor your reading? How do you know that the self-questioning strategy is improving your comprehension?

Second, Jan drew a graphic organizer that showed the content parts of the lesson on self-questioning. She thought about the central reason that she wanted Delia to learn how to self-question during reading, and used this reason as the big idea portion of her content map. Jan thought carefully about the tasks involved in the self-questioning strategy. She considered the steps of the strategy that were appropriate for Delia's current skill levels. The steps of the strategy were included in a general way in the content structure portion of the content map she developed. Jan knew that her instruction with Delia had to explicitly account for each one of these steps.

Reviewing her content map, Jan thought about the skills Delia would need for each step of the strategy. She also thought about the type of instruction Delia would require to master each of those steps. Her continued work with Delia convinced her that, because of Delia's difficulties in remembering skills and information, she requires explicit instruction that is heavy in guided practice. Jan also noted that Delia benefits most from feedback while she performs tasks, not after she has completed the task. As she reflected on how to teach the steps of the strategy, Jan kept in mind that Delia will generally attend the CLC only twice a week, so she planned short lessons in which Delia could master one simple skill at a time and practice it.

Fourth, Jan began to develop her lesson plans and to identify the following specific tactics and devices that might help Delia learn the strategy:

- She listed the steps of the self-questioning strategy on a card, so that Delia would not have to write them out.
- She developed some flash cards to help her rehearse the steps.
- She thought of several mnemonic devices that Delia might want to use to help her remember the steps of the strategy.
- She made a list of different places where Delia might try the strategy, including the greenhouse where she worked.
- She prepared a graphic organizer and her own set of teaching notes to make sure that the instructional session would be structured and provide explicit information about the strategy and how it might be used.

Finally, she went through the principles of LD-appropriate instruction described in *Guidebook 4: The Teaching/Learning Process* and revised her notes. Regardless of whether Delia had a learning disability or not, Jan wanted to make sure that her instruction was going to help Delia learn the self-questioning strategy.

Involving the Learner in Developing the Instructional Plan

This section contains recommended procedures for involving the learner in the planning process. A suggested sequence is presented for steps you may find effective in preparing to meet with the learner, in the actual interaction with the learner, and in following up on work with the learner.

Preparation Activities

In preparing to write the instructional plan, you should do the following (refer to *Guidebook 2: The Assessment Process*):

1. Gather all information collected during the assessment phase from multiple sources.
2. Organize the information in a manner that will help tell the story of the adult's learning and performance. The organization might be chronological (covering the learner's history), thematic (based upon content or skill areas), or evaluative (indicative of a pattern of performance).
3. Draft a learner profile, including strengths as well as literacy challenges.

Practitioner/Learner Interaction Activities

The following are suggested steps for including the learner in developing the instructional plan:

1. **Share gathered information, including test results.** You need to explain that you are sharing this information to help the learner make well-informed decisions in planning for instruction. In summarizing the sources of information, be sure to describe the importance of the learner's contributions to the overall picture. Tell the story slowly, allowing time for the learner to consider the information.
2. **Develop with the learner a profile of his or her strengths and literacy challenges.** Explain that you wrote down some "pieces to the puzzle" to help get started, but that the final profile is a joint venture with the learner. Present your draft profile, explaining the strengths first, and then ask the learner what conclusions he or she

can make based on the information provided. After listening carefully to the learner's concerns or interpretations, complete the profile, revising the draft as necessary.

3. **Make a list of what is important to learn from the learner's perspective and prioritize the list.** Based on a discussion of the learner profile, construct with the learner a list of items most important to learn. You should assist the learner in identifying problems that (a) have been encountered frequently, (b) have had a significant negative impact on his or her life, and (c) have occurred across a variety of situations. The discussion should center around available curriculum options and the appropriateness of curriculum options in light of the learner's needs. You may find it helpful to make a list of possible directions and prioritize recommendations, editing the priority list as the learner talks.

4. **Write an instructional plan.** Many different formats may be used for instructional planning. It does not matter which format you use, but be sure to include the following actions on your part:

   Work with the learner to set instructional goals. Review the list of priorities, encourage the learner to ask questions, target the curriculum areas that you believe should be addressed initially, and discuss the short- and long-term benefits of addressing these priorities in the learner's situation. Then explain the areas that need to be covered under each curriculum option and give an estimate of the time it will take to master the information. Because the learner may want to work on other areas that have not been targeted, it is important that you give him or her the opportunity to react to these recommendations and to state preferences based on options offered. Be prepared to recommend a direction, and then to adjust and work with the learner to target appropriate goals. While striving to be responsive to the learner's reactions and recommendations, be sure that the goals set are both realistic for and attainable by the specific learner, based on your knowledge and experience.

   Analyze goals into specific objectives. Break each goal down into smaller pieces by doing either a sequential or concurrent analysis. (Refer to pages 26-27 for information on sequential and concurrent analysis.) These elements are specific objectives under each goal; for example, if the goal is "I will understand what I read at work," a specific objective may be "I will know what to do when I come to a word that I don't know." It is helpful to ask for the learner's input in this step, although you should be aware that many learners have difficulty with this type of analysis.

Begin to design an action plan. Consider the selected goals and objectives, keeping in mind what is needed from the standpoint of agreement on duration of intervention, number of sessions, schedule for sessions, and ground rules for program implementation. Other components of the action plan will need to be generated after this meeting with the learner. These elements are described below under "Follow-up Activities."

5. **Obtain commitment from the learner for the instructional plan.** The portions of the implementation plan that have been negotiated with the learner and recorded provide the elements of the learner's commitment. The learner may be asked to agree to the plan by signing a written document.

6. **Obtain the learner's input about ways to approach teaching.** Ask the learner to think about how he or she learns best, and what techniques have worked in the past. This input from the learner is often extremely helpful when you are writing the instructional plan.

Follow-Up Activities

As a follow-up, you should first review the instructional plan with the learner. Then decide how to go about implementing the instruction, including considerations about programs, materials, techniques, and activities that would be appropriate. Finally, keeping in mind the big picture of the learner's goals, organize your ideas into specific plans for each teaching/learning session. In writing these plans, keep in mind best practices for teaching adults with learning disabilities. (Refer to *Guidebook 4: The Teaching/Learning Process.*)

Adapting the Instructional Plan

In planning curriculum and instruction, you should strive to match materials, techniques, and activities to the needs of the adult with learning disabilities. Keep in mind that "one size does not fit all." Even materials that have been found to be effective with adults with learning disabilities cannot be used in exactly the same way for all learners. Adaptations may be needed.

It is important to understand the distinction between adaptations and accommodations. When the term "accommodation" is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult to access and profit from the basic or essential services provided by a program. The term "adaptation" refers to the routine changes that a teacher makes during instruction to increase learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners. Any curriculum that you select will need adaptations for some adults.

You should consider possible adaptations to curriculum, materials, and/or instruction in the planning process. You should not wait for adults to experience frustration or failure before making adaptations. Their consideration is an essential part of planning. (For more detailed information on accommodations and instructional adaptations, refer to *Guidebook 4: The Teaching/Learning Process.*)

Summary

Now it is time to teach "LD-SMART." Certain instructional methods are uniquely appropriate for adults with learning disabilities. When it comes to planning for instruction, however, the best practices for planning for adults with learning disabilities are appropriate for all adults. Because adults often participate in literacy instruction intermittently, it is important to consistently reinforce how individual activities and lessons fit into the big picture so that the adult learner stays with the program on the "journey."

SECTION 4

Selecting Instructional Materials

An important part of planning is the selection of appropriate instructional materials. This section includes a description of the instructional standards to assist practitioners in making decisions about which curriculum to select.

The best materials to use with learners are those that help them acquire desired skills, strategies, or knowledge effectively and efficiently. Selecting best materials for adults with learning disabilities, then, requires consideration of the adult's learning needs, the appropriateness of the materials, and the need to offer instruction in alternative formats.

Not all materials designed for literacy teaching are suitable to the unique needs of adults with learning disabilities. The standards discussed in the following section will serve as guidelines for making decisions. These standards, which have been identified as important by practitioners in the fields of literacy and learning disabilities throughout the United States, will assist literacy providers in making good decisions about choosing instructional materials.

Eight Standards for Selecting Instructional Materials

The following eight standards for selecting instructional materials are presented in brief below and then described in further detail in this section.

1. The instructional material is effective for teaching adults with learning disabilities.

2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about learning disabilities.
4. The learning outcomes that can be expected are clearly described.
5. The results achieved by using the instructional material can be used to make decisions regarding further instruction.
6. The procedures for checking the learner's progress are clear and easy to use.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.
8. The instructional material can be used in a variety of instructional situations within the literacy program.

The following explanations also provide essential information for completing the Report Card on Instructional Materials. (For a sample report card, refer to Appendix A of this guidebook.)

Standard 1. The instructional material is effective for teaching adults with learning disabilities.

Determine whether the instructional material has ever been used successfully and is likely to work for an adult with a specific type of learning disability.

A learning disability can affect an adult's learning in subtle ways. Adults who do not have learning disabilities sometimes display characteristics similar to those who do. But adults with learning disabilities have needs which are distinctly different from those of their peers. Adults with learning disabilities learn and think about information and express it differently from other adults.

You may need to select materials that lack research-proven effectiveness. Such a decision needs to be determined case by case. "It's better than nothing" is not always the best rule. Adapting instructional materials to make them more appropriate can help. However, you should always be cautious; changing an instructional material can be time-consuming, and even minor changes can alter the effectiveness of the material.

When applying this standard, you also need to consider the visual presentation of material in the text(s). The following considerations are important for the selection of materials, not only for adults with learning disabilities, but also for all adult learners served in literacy education programs:

- large type size (15 points or larger is recommended)
- generous use of white space
- clear graphics
- easy-to-follow layout

Standard 2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language.

Many literacy skills taught to adults are the same as those traditionally taught to school-age children and adolescents. However, adults and children learn in different ways. Therefore, some instructional materials may be inappropriate for adults because the content is immature; *e.g.*, stories that include inappropriate topics, such as children on the playground or activities that are unsuited to adults, such as reciting nursery rhymes.

Standard 3. The instructional principles used to promote learning are clearly stated and consistent with what is known about learning disabilities.

An instructional principle is a belief about how teaching must be done in order for a student to learn. For example, one such belief is that adults must master basic skills before they are able to perform complex tasks.

The publisher of the instructional material should provide information that explains the instructional principles influencing the design of the materials. Typically, this information does not identify a theory of learning but explains the approach or potential learning outcome in theoretical terms. For example, a curriculum might be described as "providing opportunities for repeated practice." This description indicates the material is based on theories that consider drill and practice necessary. Another instructional material may explain why the instruction is effective for adults with learning disabilities. For example, a reading program might provide a description of how multisensory teaching improves word decoding.

Identifying sound instructional principles generally is not too difficult. Good materials identify the specific principles on which they are based.

Standard 4. The learning outcomes that can be expected are clearly described.

Look for information that indicates what students typically learn as a result of using the curriculum. A curriculum is usually selected to accomplish a specific learning goal. Examples of accomplishments include mastering long vowel sounds or acquiring communication skills appropriate for a job interview. Learning outcomes can almost never be guaranteed. However, evidence of gains that similar students have made is a good indicator of what to expect.

Some potential outcomes are stated too globally to be useful. For example, claims such as "helps with basic math skills," "builds multiplication ability," and "useful for careers involving math" are too general. A more helpful outcome statement would be one such as "student will be able to independently multiply whole numbers and decimal fractions." This statement conveys a sense of just what the adult should be able to do if he or she successfully completes the instructional material.

Standard 5. The results achieved by using the instructional material can be used to make decisions regarding further instruction.

Completing one instructional material rarely results in the learner's fully accomplishing his or her literacy goals. The most useful instructional materials not only measure how well the learner has done (that is, a final "progress" check) but also identify subsequent instructional materials. Ideally, guidelines will be provided both for those who accomplish their goals and those who do not.

Standard 6. The procedures for checking the learner's progress are clear and easy to use.

In addition to knowing the learning outcomes you can expect (Standard 4), you and the learner should be able to determine how well the learner is progressing. An instructional material should include information about procedures to determine how a student is doing and suggested methods for keeping records of the learner's progress. Mastery levels might be set for a learner to attain before moving to the next part of the instructional material. For this purpose, there may be "end-of-section tests" or informal inventories to administer.

The instructional material may not always include materials for checking progress, but guidelines should specify how evaluations might be made. This information should include when to conduct a progress check, how to conduct the check, what materials to use, how to evaluate the learner's work, and how to continue the instructional material using results of the progress check. Procedures for checking progress should be convenient enough so that busy practitioners will not object to using them and learners will consider them worthwhile.

Standard 7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.

Look for a description of what instructors should do to learn how to approach and apply the instructional material, including how long such "training" will take. The instructional material should include guidelines for use. In some instances, guidelines will be extremely precise, leaving little to the instructor's discretion. In other instances, appropriate teaching practices will be suggested. In all cases, staff should be able to determine how to use the instructional material effectively. Even the many instructors who are skilled at adapting and designing their own materials benefit from knowing how to use an instructional material to maximize efficiency and learning outcomes.

Standard 8. The instructional material can be used in a variety of instructional situations in the literacy program.

Look for information that indicates whether the instructional material can be used with different types of instructional groupings, such as self-paced or small groups, and with multiple teaching approaches, such as tutoring or discovery learning.

The most useful materials often are those that are adaptable to many situations, such as multiple instructional approaches, different learning goals, and varying student levels. This standard also means that instructional materials need to be adaptable and easy-to-move from one place to another.

Steps in the Selection Process

The steps described on the following pages refer to the Report Card on Instructional Materials. For a sample report card, refer to Appendix A of this guidebook. The instructional materials report card was designed to help you organize the information you have gathered on various instructional materials for adults with learning disabilities. Once that information is organized, it is easier to compare materials.

Step 1: Know the Standards

Allow adequate time to review the standards and the report card. The first few times that you complete a review, the lack of familiarity will likely slow you down. With practice, you will become more aware of the specific information needed and where you will be likely to find it, and, therefore, will complete the task in less time.

Step 2: Consider Selection Priorities

The standards that are important in one literacy program may differ from those of another program. The decisions about which standards to give the most consideration are best determined by each program. The eight standards are not ranked in order of importance. If you are selecting a material to add to your program's resource collection, consider its appropriateness for teaching the types of skills for which you intend to use it. If you are selecting a material with a particular learner in mind, consider what you know about that learner's capabilities and interests as you review the materials.

Step 3: Gather Information About Instructional Materials

Gather all of the sources of information you have about a curriculum. Information resources may include:

- publisher's catalogs
- instructor's manual
- the materials
- comments by colleagues or other professionals
- notes on the materials
- published reports or reviews

Step 4: Review Materials Using the Standards

The report card provides each of the eight standards, explains what each standard means and why it is important, and tells what type of information to look for and sometimes where to look.

Determine how well curricula satisfy each standard. Several persons working together can simplify the review process. As they find information, they should write it in the "Evidence" section of the report card. Resist the temptation to just write "yes" or "no," but write down what you found and where you found it. It may be helpful to review some report cards in Appendix B to see how this is done. While reviewing the material, make your own evaluative judgments. In other words, ask yourself if the material meets the standard based on the information available within the material's contents.

Allow adequate time to review the standards. Many curricula contain little information on one or more of the standards. In some instances, you may feel discouraged about this lack of information, but you should not be. Materials that do not address these standards do not deserve to be used, regardless of how polished the packaging or how convincing the author or publisher. The best recourse options are to (a) continue searching for more appropriate materials, and (b) make adaptations to the less than desired materials (while keeping in mind the caution that extensively adapting a material may negatively affect what was good about it.)

Step 5: Develop Conclusions

Discuss your findings with your colleagues. Be tentative about conclusions until all information has been collected. If other staff have also evaluated curricula using the report cards, share results. Sometimes program staff get into discussions about which curriculum is better. This is premature. The first question should be "Is the curriculum good enough?" You should consider adopting a material only if it meets your minimum standards. Once you have several materials that warrant further consideration, compare them using the report card standards.

Frequently Asked Questions About Instructional Materials Selection

What if I can't find the information?

A material may not meet a standard. In such a case, write on the report card that no information was found. Be sure that you have checked all of the resources you locate, and that you have reviewed them carefully.

Can I accept information that partially answers the standards?

Yes. You often will have to make do with information that only hints at how well a material meets standards. If that is the best information you can find, write it down. Be sure to word it in such a way that you are clear it is not the information you were after.

How can I trust that the information I find is accurate?

There is no guarantee that the information you find is accurate. For that reason, it is best to look for as much relevant information as possible. Once you find information relevant to a particular standard, continue to review your other resources. You may find additional information or contradictory information. You are your own quality control; be confident that you believe what you are writing. Otherwise, look for more information, or make note that you are uncertain about what you found.

Can I really know if something will be a "best practice" before I actually use it?

Here, too, there can be no guarantee. A thorough evaluation of a practice using these carefully developed standards increases the likelihood that the practice you select is the most appropriate one to use.

Why these standards?

Remember, these standards have been identified by adult educators as the most important to consider when selecting practices that will best serve the needs of adult learners with learning disabilities and their literacy educators. These standards are appropriate to use for all adults, regardless of the presence of a learning disability.

SECTION 5

Systems and Program Change

A critical part of creating successful literacy programs is altering the way program leaders and practitioners think about change. Because all aspects of society can have an impact on the life of an adult, the mission for change is broad. Several interfacing systems, rather than one system, should be the target for needed change; *i.e.*, the social, educational, economic, judicial, and political support structures that affect individuals with learning disabilities.

To the practitioner, the notion of systemic change can be overwhelming. Therefore, the opportunity to create change must begin with those systems, or those aspects of an individual system, over which practitioners have direct control. Most certainly, practitioners have direct control over their own actions and their interactions with adults who have learning disabilities. From this perspective, personal growth through professional development is an important factor in systemic change. It is essential that practitioners commit to developing actions based on (1) understanding learning disabilities in adults, (2) valuing each learner, (3) creating partnerships with learners, and (4) creating a best-practices approach to assessment and instruction.

Practitioners are also in the position to influence the people with whom they work and to begin to shape the policies and procedures that define their programs. For this kind of program change to occur, dialogue among program staff is critical. Practitioners must use a shared knowledge base and work toward a shared vision. For this reason, professional

development opportunities must be designed to foster interaction among practitioners.

Gradually, practitioners can begin to move out of their own programs and begin the work of shaping other parts of the system that affect adults with learning disabilities. If all practitioners (whether they are working in a national agency or in a local literacy program) begin to work together to create change at the level at which they have control, then systemic change can occur.

The following assumptions about systems change can be used to guide program staff's thinking about improving services to adults with learning disabilities:

- Change is a process, not an event.
- Change is rooted in a shared vision of the need to change, and a clear understanding of the needs and goals of adults with learning disabilities.
- Change, and the goals for change, are defined at multiple levels within a system and are played out in each level; change is both a top–down and a bottom–up process.
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities.
- Shared as well as unique actions are expected of those at each level.
- Commitment, leadership, communication, and compromise are required at all levels.
- Equal attention must be given to the processes of planning, implementing, and evaluating actions and outcomes.
- Success is not contingent on a single person, group, or political agenda.
- Research-based practice in learning disabilities, appropriately adapted and translated for use with adults, is used to guide the formulation of policy, procedures, and actions.
- High-quality conversations about improving the life of those with learning disabilities are consistent, persistent, and pervasive.

Creating a Shared Vision and Developing an Action Plan

To develop a literacy program that is appropriate to the needs of adults with learning disabilities, program leaders must engage their staff members and other stakeholders within the larger community of service providers to review the literacy services currently being offered. Together, they may identify components of the program which could be improved to be more responsive to the needs of persons with learning disabilities. As they engage in this process of self-examination and strategic planning, they will be well served by creating a vision centered around the following program features.

Integrate Services with All Literacy Services

Services for adults with learning disabilities should not be thought of as a separate set of policies, procedures, and practices to be used with a few adult learners. Rather, it is more productive to conceptualize services for adults with learning disabilities as an integral part of *all* services that are provided to *all* adults who enter literacy programs. Once this perspective has been adopted, then all services can be systematically modified to address the significant number of adults in literacy programs who may have learning disabilities.

Ensure that Services Reflect Best Practices

It is true that many practices suggested in *Bridges to Practice* are built around practices that are good for all learners who may be struggling with literacy. However, it is also true that best practices related to serving adults with learning disabilities are based on the premise that good practices are already in place in adult literacy programs. Therefore, when adults do not learn, even though usually effective practices are in place, then more structured, direct, and intensive instructional practices are needed. These practices should be implemented and blended with appropriate legal accommodations and instructional adaptations, as necessary.

Adult literacy services that are appropriate for adults with learning disabilities are characterized as follows:

- Accommodations are provided to ensure access to services that would otherwise be available if learning disabilities were not present.
- Accommodations are provided based on the determination of learn-

ing disabilities by a formal diagnostic evaluation performed by a psychologist or other qualified professional (*e.g.*, clinician or diagnostician who is licensed to administer psychoeducational test batteries).

- Practitioners are involved in advocacy and creating linkages to community resources. These linkages (including helping the adult obtain testing for confirming or ruling out learning disabilities) should promote understanding and change. This process increases the chances of success for adults with learning disabilities.
- Assessment practices allow for intensive probes to identify performance patterns. These patterns can indicate that an adult is processing information (*i.e.*, acquiring, storing, retrieving, expressing, and performing) differently from other adults. In other words, just providing more practice, independent learning activities, and presentation that include little interaction, guidance, or feedback will not significantly enhance performance. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- A carefully thought-out process for screening for learning disabilities is embedded in the overall assessment process. This process should involve a review of multiple information sources that eventually leads to a decision to discuss the possibility of learning disabilities and the potential advantages and disadvantages of seeking formal diagnostic testing by a qualified professional. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- Staff are trained and have the resources to plan, select, and implement a variety of curriculum options, including self-advocacy. (For further information on the planning process, refer to *Guidebook 3: The Planning Process.*)
- Individual and group instruction incorporates research-based principles for teaching individuals with learning disabilities. (For further information on the teaching/learning process, refer to *Guidebook 4: The Teaching/Learning Process.*)

Initiating Change

The following five steps are critical to initiating the change process:

1. Bring all stakeholders together to create a shared vision and develop an action plan.

2. Enlist administrative support.
3. Provide meaningful and ongoing professional development opportunities.
4. Identify resources.
5. Continuously monitor and improve the change process.

These five steps are described in greater detail below.

Step 1: Bring the Stakeholders Together

There are many specialized programs available to persons with disabilities in various public and private community organizations. Unfortunately, the potential impact of these programs is often weakened because they do not connect with other local programs to create a more comprehensive network of services. Adults and literacy programs need to enlist the assistance of a broad base of community organizations for two major reasons:

- The more that groups are enlisted as partners in the change and development process, the more likely systemic change will occur. Literacy providers are in a unique position because they can bring a variety of these stakeholder groups together to create a shared vision and to develop an action plan to bring about change.
- The resources and costs needed to provide appropriate services can be significant. Literacy practitioners are in a position to understand the needs of adults with learning disabilities and to locate community resources that are free or available at a reasonable cost. In addition, literacy practitioners can work with other community organizations to arrange collaborative partnerships that can create access to resources and advocate for changes in policies and procedures that could improve access for adult learners.

By developing community linkages, literacy programs may be able to

- help adults who desire testing to confirm learning disabilities to gain access to formal and professional diagnostic testing administered by a psychologist;
- obtain training opportunities needed for family, community, and employment success that are beyond the mission of the literacy program;
- obtain social and emotional support for adults to discuss issues involving living with learning disabilities; and

- promote advocacy by assisting in securing civil rights protections and appropriate accommodations for learners.

The following state and community services may assist adults with learning disabilities. Contact information for many of these organizations can be found in the Resources for Learning section in this guidebook.

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD)
This group can provide information, support, and advocacy for persons with learning disabilities who have been diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). They may also be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

DEPARTMENT OF VOCATIONAL REHABILITATION OR DEPARTMENT OF REHABILITATIVE SERVICES
This is a federally supported, state-run agency that provides employment services to adults with disabilities. Policies related to testing and services vary from state to state. Services provided may include covering costs for literacy training, diagnostic testing, job training, or college courses. Diagnostic testing for learning disabilities to determine eligibility for support can be provided as part of entrance into programs.

DISABILITY COUNCILS
Many communities have representatives from a variety of community groups working together to coordinate policies and services and to advocate for people with disabilities.

EMPLOYER-SPONSORED JOB-TRAINING PROGRAMS
Many businesses sponsor literacy or job training. Their personnel departments may have individuals who coordinate or deliver these training activities.

HOSPITALS
Some large hospitals collaborate with community agencies to provide diagnostic testing for learning disabilities. Some literacy groups have cultivated these relationships because hospitals regularly deal with Medicaid regulations and procedures, which allow for payment for diagnostic testing. While most literacy programs do not have the infrastructure to access these funds, large hospitals do.

INDEPENDENT LIVING PROGRAMS

These programs may pay for some literacy services.

INTERNATIONAL DYSLEXIA ASSOCIATION

This group, formerly known as the Orton Dyslexia Society, can provide information, support, and advocacy for persons with learning disabilities. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

LEARNING DISABILITIES ASSOCIATION (LDA)

This group can provide information, support, and advocacy for persons who have or may have learning disabilities. There are LDA chapters in most states. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

MEDICAID/MEDICAL INSURANCE PROGRAMS

Some medical programs may pay for literacy services and diagnostic testing. Early Periodic Screening Diagnosis and Treatment (EPSDT) services may be available. The Health Care Finance Administration (HCFA) is responsible for Medicaid and has policies for covering the expenses of some diagnostic testing.

POSTSECONDARY EDUCATIONAL INSTITUTIONS

Most universities, colleges, and community colleges have testing and other services for persons with disabilities or suspected disabilities. Faculty may also be willing to collaborate in providing free or reduced-cost testing and other services as part of psychologist and teacher training efforts. For example, groups of programs can arrange to have graduate students perform testing under the supervision of a psychologist.

PRIVATE PSYCHOLOGISTS

The yellow pages include the names of certified psychologists who can provide formal diagnostic testing and may arrange follow-up services. Some psychologists work with community agencies, and a group of local organizations might be able to contract for testing at a reduced cost.

PRIVATE SCHOOLS

Some private schools offer services and diagnostic testing for adults with learning disabilities, and may be willing to make flexible payment arrangements for adults with limited resources.

PROGRAMS SUPPORTING WELFARE REFORM

Many individuals on welfare may have learning disabilities. A number of agencies addressing welfare are supportive of efforts to identify adults with learning disabilities and find appropriate interventions to help them move to self-sufficiency.

PUBLIC SCHOOLS

Special education services provided through IDEA may be available for young adults under 22 without high school diplomas. These services can include diagnostic testing.

SUPPLEMENTAL SECURITY INCOME (SSI)

This program can provide direct income to persons with disabilities. Diagnostic testing to determine eligibility for support is also provided.

SUPPORTED EMPLOYMENT SERVICES

This program can provide for job training and job coaches.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Vocational programs have education and training services that can meet the needs of adults with learning disabilities. These programs may need information about accommodations and how to provide better instruction in mixed-ability classrooms.

Programs that provide testing may have a psychologist test adults with learning difficulties. However, the psychologist may determine after testing that the difficulties are not severe enough to quality for the learning disabilities diagnosis. For others, the severity will be sufficient to qualify for this diagnosis. The psychologist's report will provide documentation that enables the adult to become qualified for the rights to protections as a person with a disability, including the right to accommodations in testing and in the workplace. More information on issues related to obtaining formal diagnostic testing is included in *Guidebook 2: The Assessment Process.*

Step 2: Enlist Administrative Support

Literacy teachers and tutors cannot effect broad-sweeping change by themselves. They may be able to make some changes in the way they work with adults with learning disabilities, but they need the support of program administrators, from the chief executive officer level to the literacy program leaders, to make the change process successful.

Program leaders can bring together the various community stakeholders, encourage the creation of a shared vision, and work toward identifying agencies to which learners can be referred for issues such as diagnosis of learning disabilities, vision and hearing screening, employment support, and health care. Program leaders can also ensure that literacy program staff have the opportunity to meet frequently and engage in meaningful dialogue about the change process and their progress toward their stated goals.

Step 3: Provide Meaningful and Ongoing Professional Development Opportunities

Literacy programs should have a vision about the nature of, practices for addressing, and legal issues associated with learning disabilities. This vision is most effective when shared by program staff and a variety of community organizations, and requires an investment in high-quality professional development opportunities focused on improving services for adults with learning disabilities.

Staff should select program and professional development activities based on a long-term commitment to increase the success of adults with learning disabilities. Most practices require an initial investment of three to five years to introduce a practice to the staff in a literacy program. After a practice is in place, continued success of the practice requires an ongoing investment of resources and staff time to update and review the practice and to ensure that it stays effective.

Step 4: Identify Resources

To effect change, literacy program leaders and staff need to work with other stakeholders to identify resources which will allow for increased contact time with learners, frequent high-quality professional development opportunities, specialized program staff (lead teachers or learning disabilities specialists), and other elements which will improve the quality of services provided to adults with learning disabilities.

Step 5: Continuously Monitor and Improve the Change Process

After developing an action plan, literacy program staff need to continuously monitor their progress toward goals and adjust the plan, as appropriate. To assess the process effectively, program staff should consider the following questions:

- What are the criteria for evaluating the change process? (For example, how will success be measured?)

- ▶ Who will provide the evaluation input?
- ▶ Who will review the results?
- ▶ How will the results be used?
- ▶ Who will monitor the desired outcomes?
- ▶ How will new ideas and needs be incorporated?
- ▶ How will the need for continuous improvement be communicated and encouraged?

Indicators of High-Quality Services

Literacy program staff can evaluate their progress toward developing high-quality programs by ensuring that the programs have the following characteristics on this checklist:

Program action plans are collaboratively developed with adults and are based on assessment information and the learner's goals.

☐ Written policies, procedures, and practices ensure that assessment information is used to develop learner profiles that can be used for instructional planning.

☐ Written policies, procedures, and practices ensure that learner profiles are used to create action plans that define the learner's participation in the literacy program.

☐ Written policies, procedures, and practices ensure that learners are involved in charting the direction of program action plans.

☐ Follow-up sessions are held with students to review assessment results and cooperatively design an instructional plan that builds on student strengths.

☐ Written policies, procedures, and practices ensure that additional assessment information is collected as needed.

Appropriate curricular options for adults with learning disabilities are used in program action plans.

☐ Written policies, procedures, and practices ensure that appropriate curricular options and resources available for enhancing basic skills, learning strategies, social skills, content mastery, and self-advocacy are used in instructional plans.

☐ Written policies, procedures, and practices ensure that the best mix of curricular options are appropriately selected and implemented for each learner.

☐ Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.

☐ Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice, and compensate for shortcomings by collecting other assessment information.

☐ There are clear guidelines for altering instruction based on different types and levels of assessment information.

Instructional plans lead to instructional activities that are sensitive to the information-processing characteristics and needs of adults with learning disabilities.

☐ Written policies, procedures, and practices ensure legal accommodations and adaptations are appropriately included in instructional plans.

☐ Written policies, procedures, and practices ensure instructional plans are derived from program action plans.

☐ Instructional plans are developed prior to instructional sessions and are modified as needed during interactions with the learner.

☐ Instructional plans respond to how the learner acquires, stores, retrieves, expresses information, and demonstrates competence.

☐ Instructional plans are verbally and graphically shared with the learner through the use of critical questions, graphic organizers, and cumulative reviews.

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APPENDIX A

Sample Report Card on Instructional Materials

National ALLD Center Report Card on Instructional Materials

Instructional Material ______________________

____

Publication Date ______________________

Edition ______________________

Author ______________________

Publisher ______________________

Address ______________________

____

Phone ______________________

Fax ______________________

Initial Cost ______________________

Usage Cost ______________________

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) ______________________

____

____

____

Non-English Version ☐ No ☐ Yes (Specify) ______________________

Other Product Information ______________________

____

Conclusions ______________________

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	BEST COPY AVAILABLE

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The instructional material results can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress, that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	
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APPENDIX B

Report Cards on Instructional Materials

The following instruments have a completed report card:

- The ADD Program
- Affective Skills Curriculum
- Building Learning Power for Children and Adults
- Breakthrough to Math, 3
- Challenger 6, Adult Reading Series
- Cooper Sight/Sound Reading System
- Cooper Individualized Spelling Program
- English Day by Day
- Everyday Reading and Writing
- Framing Your Thoughts
- Jordan Prescriptive Reading Tutorial
- Keystrokes to Literacy
- Language!
- Laubach Way to Reading
- Learning Wrap-Ups and Math Facts
- Number Sense, Fractions
- Paraphrasing Strategy
- Personal Stories, Book 2
- Pre-GED Writing
- Reading in the Content Areas, Lit. 2
- The Self-Advocacy Strategy for Ed. and Transition Planning
- Starting Over
- Studying for a Driver's License
- Tic Tac Toe Math
- Visualizing and Verbalizing
- VAK Tasks for Vocabulary and Spelling
- Wilson Reading System
- Your Learning Styles and...

National ALLD Center Report Card on Instructional Materials

Instructional Material The ADD Program

Publication Date 1975

Edition 2nd Edition

Author Charles and Patricia Lindamood

Publisher Gander Publishing

Address 416 Higuera St.
San Luis Obispo, CA 93401

Phone (800) 233-1819

Fax (805) 782-0488

Initial Cost Manual 1 $36; manual 2 $59; Clinical Kit $349

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☒ Videotape ☐ Computer
☒ Student Workbook
☒ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Clinical kit

Non-English Version ☒ No ☐ Yes (Specify)

Other Product Information Revised version of ADD to come out in mid-November 1997, entitled Lindamood Sequencing Program. The revision expands on older student audience, and is more centered around multisyllable phonemic awareness.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Book 1, pp. 4-5: for kindergarten, beginning readers, ESL students, slow learners or students with LD, remedial and intermediate and adults levels (with modifications). • Book 1, pp. 47-52: Review of related research provides information on adult auditory discrimination studies (although most recent is 1974). • Lindamood Process Video shows interviews with adult learners who have been successful with the product.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Book 1, p. 5: States that the product can be used for all age levels with some modification for intermediate and adult levels. • Book 1, p. v: Says that pilot use and development of program done in widely varying ethnic, cultural and academic environments and levels.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Book 1, p. 4: A mutlisensory preparatory program that develops auditory-perception skills (i.e., phonemic awareness) basic to reading, writing, and speech. • Book 1, pp. 13-16 state: "General Teaching Techniques." This section provides information on diagnostic teaching, tools, verbal mediation, self-monitoring, and self-correction. • Book 1, p. 6: Says the material is effective with functional articulation problems, i.e., hard of hearing, delayed speech, aphasia, and ESL.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Book 2, "Implementing the Program": The activities are broken into sections. At the beginning of each section of activities the purpose and goals are stated for that particular section to follow. (i.e., pp. 16-18 tell the goals/purpose of "identifying and classifying speech sounds").

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• There is no indication of exact materials to use next. • However, Book 1, p. 5 states that when the learner completes this program he or she should now be able to (if ADD concepts are carried over into the regular reading program) function properly in regular reading programs.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• In Book 2, the activities are divided logically to build on one another. There is no indication as to exactly how to chart their progress, though Lindamood suggests "a target rate of 80-90% correct...before students are overlapped onward." • In Book 1, p. 34: Says that there is no absolute way to tell if students are ready for progression. However, "the progressions are structured so that one element from the previous step is carried into the task for the next step." This page also gives examples of this idea.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• The Publisher's information gives information about ordering training videotapes but no indication of whether or not this is necessary to use the material correctly.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Book1, pp. 4-5: States that the material can be used preventively, developmentally, and remedially with kindergarten, beginning readers, ESL, students with LD, remedial and intermediate adult learners. • Book 1, p. 5: States that it can be used as a complete preconditioning program or as supplementary to ongoing reading programs. It can also be introduced in a classroom setting, but follow-up activities should be in small groups and sometimes individually.

National ALLD Center Report Card on Instructional Materials

Instructional Material Affective Skills Curriculum

Publication Date 1993

Edition 5th Printing

Author Patti McLaughlin

Publisher ABLE Network of Washington

Address NWLRC
2120 S. Jackson St., Seattle, WA 98144

Phone (206) 344-4488

Fax (206) 344-4377

Initial Cost $35.00

Usage Cost Some PC costs

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Pp. v-vi (intro. of each book): Talks about adults and studies of their needs. Though LD is never mentioned, learning difficulties of homeless adults are addressed. • Developed by The Adult Basic and Literacy Education (ABLE) Network.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Says the material is for the homeless adult learner, however, it can be used by any adult. (The information that students see is not exclusive to the homeless population.)
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Again, LD is not specifically mentioned. However, principles and strategies explained in all the books are consistent with promoting learning in LD students. • Examples, pp. xxii-xxiv, xiii-xvii: Explains "ways" in which students learn and give suggestions for teaching. Pp. xxii-xxiv: Gives ideas like goal planning, ongoing assessments, experience charts, learner/teacher communications, etc.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Learner objective stated at each exercise.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• There are no further suggestions of materials to use.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• There are clear descriptions of procedures to follow. • There are checklists and graphs to address what the learner needs to learn and wants to learn. • There are many prompts for questions to ask throughout all the lessons. • There are no "tests," but worksheets, discussions, and group activities to learn thoroughly.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• There is no indication of formal training needed or of the skills the practitioner/teacher should have.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• There are many different suggestions of how to use the material. It can be used in group or individual settings. The material uses visual imaging, pairs learning together, individual reading, group exercises, etc. Each lesson uses different ways to expose the learner to the information.

National ALLD Center Report Card on Instructional Materials

Instructional Material Building Learning Power for Children and Adults

Publication Date 1994

Edition 1st

Author Nancie Payne

Publisher Payne & Associates

Address 205 Lilly Rd., N.E., Bldg. B, Suite A
Olympia, WA 98506-5070

Phone (360) 491-7600

Fax

Initial Cost $24.95

Usage Cost

Product Contents *(Check all that apply)*

☒ Teacher Handbook
☐ Videotape
☐ Computer
☐ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Manual is a list of accommodations and strategies applicable to individual or small group

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• P. 3: Author specializes in services for youth and adults with LD, etc. Purpose of the manual is to provide strategies and techniques that may be used with children and adults with LD, attention deficit and others.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• P. 3: Information in the manual was collected from a variety of locations throughout the United States by people who work with individuals with special needs in various settings.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• The entire book is a list of various teaching practices to be used in different settings.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• There are no lists of specific outcomes that can be expected. • P. 3: The primary goal or purpose is to select the appropriate accommodations and/or strategies to enhance learning.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• There are no recommendations about what skills to target next or what materials to use next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• P. 7: Success is measured by trying different accommodations and strategies. • No charts or graphs to plot progress.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No information about training requirements or what skills the practitioner needs to know. • There are no specific instructions on how to use the manual.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Selecting an accommodation is individualized, based on learner strengths, so the setting may vary from person to person. May therefore be more difficult to apply and less effective in large group settings.

National ALLD Center Report Card on Instructional Materials

Instructional Material Breakthrough to Math, 3

Publication Date Guide and Workbooks, 1993

Edition Guide and Workbooks, 1st

Author Workbks, Irwin; Books 1-5, Banks & Pullano

Publisher New Readers Press, Laubach Literacy

Address Dept. S97, P.O. Box 888
Syracuse, NY 13210-0888

Phone (800) 448-8878

Fax (315) 422-5561

Initial cost Level 3 Set $49.00

Usage cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☒ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Teacher's Guide Errata, Mastery Checkup, Placemen Inventory, Profile

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Workbook for Level 3 contains worksheets that correlate to skill books

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• TDir, p. 4: Developed at Adult Ed Resource Center, pilot tested in adult resource centers throughout New Jersey. • P. 8: May be for variety of students, "remedial" and special ed included. • TGuide p. 4: "Adults returning to classroom."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• TDir, p. 4: Developed at Adult Ed Resource Center, pilot tested in adult resource centers throughout New Jersey; no specifics in composition.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• TGuide, pp. 4-7: Foreword gives 2 purposes: 1) meet the special needs of adult learners; 2) meet needs of adult ed math teachers. Then goes on to address adult learners and problems they may have. • Pp. 8-9: Advises teacher to 1) go slowly; 2) be open; 3) stress correct process; 4) have reading and writing sensitivity.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Level 3 separated into 5 books (5 skills) each divided into chapters. Each book has pre/post test to measure.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• TDir, p. 6: Mastery Checkup is a post-test for entire level; refers to books or chapters if further instruction is needed at this level. Student profile is for all 4 levels—for use in conjunction with Mastery Checkups and Placement Inventory to show "student's progress in the series and identify remaining weakness." If teacher feels satisfied with student performance in one level, should move on to next level. There is no posttest for Book 5.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No graphs or visuals to monitor progress. Placement Inventory recognizes first level to begin at; each book in each level has pre/post test and refers to pages for further review if necessary. Posttest requires retest if needed.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop. 41 A	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Catalog: "Even easy for 'nonmath' teacher to use." • No training requirements mentioned. 41

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• TDir, p. 4: Individual instruction "can be self-administered with little teacher involvement." • P. 10: To suit students and teacher in a variety of teacher situations. • Pp. 8-9: "Suggestions for Classroom Management" may be more self- or teacher-directed, although not independent as some checkup and inventory questions require another teacher to look at student's procedures in solving the problems.

National ALLD Center Report Card on Instructional Materials

Instructional Material Challenger 6, Adult Reading Series

Publication Date Manual and Book 6, 1988

Edition 1st (all materials)

Author Corea Murphy

Publisher New Readers Press, Laubach Literacy

Address Dept. S97, P.O. Box 888
Syracuse, NY 13210-0888

Phone (800) 448-8878

Fax (315) 422-5561

Initial Cost Manual $7.50; Book 6 $10.00

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Books 5-8 Answer Key, Placement Tool, Puzzles

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Report card done on a portion of the "Challenger" series.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Manual, p. 12: Book 6 appropriate for students who score in 6.5–7.5 range on standardized reading achievement test. • Pp. 8, 12, 14: Often mentions GED. • P. 8: List of suitable settings includes various literacy programs, remedial, ABE, etc.

BEST COPY AVAILABLE

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Catalog: Adults and older teens. • "Adults" mentioned in title and throughout text.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Manual, p. 14: Teachers should think in terms of improvement rather than mastery. • Pp. 12-24: Gives implementation and instruction info and strategies; often mentions comprehension, reasoning, oral reading and discussion, correction, etc. • Pp. 16, 19, 21,23: Lists "A Summary of Dos and Don'ts."
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Manual: Lesson notes begin with primary and secondary list of emphasis for each lesson. Chart on pp. 9–11. • P. 14: Students do not have to demonstrate mastery of material in one lesson. Mastery will come with...practice." "Teachers should think in terms of improvement rather than mastery."

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Manual, p. 8: Scoring 85% or better on final review in each book indicates readiness for next book.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Manual, p. 8: Series based on sequenced skill building. • P. 14: Mastery of one lesson not necessary to move on. • Workbook and Manual, p. 12: Comprehensive review every fifth lesson. • Manual, p. 29: Scoring of 80% or better should be considered excellent.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Manual, p. 7: Teachers should familiarize themselves with chapters that deal with teaching preparation and technique. • No training mentioned or who should instruct.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Manual, p. 8: Lists various instructional settings that series is used successfully in; can also be used in one-on-one tutoring and group setting and classrooms. • Catalog: "Suitable for individualized instruction or larger groups" with benefit of "flexible teaching format."

National ALLD Center Report Card on Instructional Materials

Instructional Material Cooper Sight/Sound Reading System

Publication Date 1989

Edition 1st

Author Richard Cooper

Publisher Learning Disabilities Resources, Inc.

Address P.O. Box 716
Bryn Mawr, PA 19010

Phone (800) 869-8336 (610) 525-8336

Fax (610) 525-8337

Initial Cost Guide $16.95; Video $19.95; Workbook $9.95

Usage Cost

Product Contents *(Check all that apply)*

☐ Teacher Handbook
☒ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☒ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Guide 1, p. 1: Many individuals with LD have used this tool. • Workbook, p. 2: Can be used by readers of all ages and levels. • Video: Designed for individuals with learning problems from LD to learning differences. • For individuals who are nonreaders at elementary, high school, or college level.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Guide, p. 3: Uses high school-level reading material. • Workbook, p. 2: Can be used by readers of all ages and levels.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Video: Says that it is based on the principles underlying the characteristics of LD, but does not specify what those are. • Individualized. • Emphasizes self-confidence.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Guide, p. 4: Re: setting goals—very individualized, very specific, conrete, and attainable. • No list of specific objectives or outcomes.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No mention of what materials to use next or what should be taught next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No description of measuring progress. • No charts or graphs; lists of sight words the student needs to learn (p. 45).
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Workbook, p. 2: "To the teacher, tutor, parent or friend" (assumes any of these can teach). • Catalog: For parents or teachers. • Video: Explains how to teach reading using this system.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Video: Meant to be individualized.

National ALLD Center Report Card on Instructional Materials

Instructional Material Cooper Individualized Spelling Program

Publication Date 1991

Edition

Author Richard Cooper

Publisher Learning Disabilities Resources, Inc.

Address P.O. Box 716

Bryn Mawr, PA 19010

Phone (800) 869-8336

Fax (610) 525-8337

Initial Cost Books $30.00; Video $18.00

Usage Cost

Product Contents *(Check all that apply)*

☐ Teacher Handbook

☒ Videotape ☐ Computer

☒ Student Workbook

☐ Audiotape ☐ CD-ROM

☐ Instruction Guide

☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• P. 1: Designed to improve the spelling skills of individuals with learning disabilities...designed for all ages and education levels. • Video: Mentions that Dr. Cooper has an LD and the spelling program helps him daily; gives many examples of students helped.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• The material covered is decided by the student and teacher depending upon what the student has difficulty spelling.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• The workbooks are divided into sections for each learning step. • Video: Consists mostly of principles Dr. Cooper teaches about: successful spelling, teaching, and learning for students with "learning problems or disabilities." Suggests that writing and spelling go hand in hand, and students need to be able to do both.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Measurable skills are not listed because the words the students learn to spell are first determined by a writing exercise. Goals are then set depending on that individual activity. However, if successful, this material will teach the students to spell words they previously could not.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No indication of further materials or skills to use after this material.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Instructor works closely with individual student and can see his or her progress. However, there are no graphs, test, or reviews.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No training mentioned. However, one myst have watched the entire video to use this material. • Video: Background and description of the program are in the video with an accompanying section in the workbook on "How to Use This Workbook."

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Workbooks: States "some students will be able to use this workbook without assistance, while others require extensive instruction. Those who can work on their own should do so." • Video: States that the program is individualized, but can be used in many ways.

National ALLD Center Report Card on Instructional Materials

Instructional Material English Day by Day

Publication Date 1989

Edition 1st

Author Michael Roddy

Publisher Academic Therapy Publication

Address 20 Commercial Blvd.
Novato, CA 94949-6191

Phone

Fax

Initial Cost $18.00

Usage Cost PC costs

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape
☐ Computer
☐ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☒ Other (Specify) Textbook/Workbook for both teacher and student use combined.

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• P. 9: For "ESL Adult Education" • No mention of "LD."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• P. 10: Directly talks about the diverse ethnicities in the reading selections.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Nothing stated in relation to LD. • Lessons are broken into sections by real-life situations for students with ESL.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Goal: To meet the needs of students who want to learn English. • No list indicating what will be learned; however, each section contains objectives for competency, structure, and pronunciation.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• States at the beginning that learners can go to the beginner's version of English Day by Day if the material here is too difficult. • No indication of what to do at end of program.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No reviews or tests. • No graphs for determining learner's progress.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Pp. 9-11: Does not describe what experience the teacher may need. • No indication of formal training needed.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• P. 11: States "it should not be handed out for students to do alone...requires ongoing instruction" and interaction.

National ALLD Center Report Card on Instructional Materials

Instructional Material	Everyday Reading and Writing
Publication Date	Stud. 1979; TG 1978
Edition	Stud. 3rd. TG 1st
Author	Laubach, Kirk, and Laubach; Tussing
Publisher	Peoples Publishing Group, Inc.
Address	230 West Passaic St. Maywood, NJ 07607
Phone	(800) 822-1080
Fax	(201) 712-0045
Initial Cost	Student $16.95; $15.00
Usage Cost	

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) ____________

Non-English Version ☐ No ☐ Yes (Specify) ____________

Other Product Information ____________

Conclusions ____________

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Teacher Guide p. 3: Used for adult ed. and high school class where students are teenagers or adults. • Catalog, p. 28: For students at low reading levels.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Teacher Guide, p. 3: Appropriate for teenagers or adults.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Catalog, p. 28: "Hands-on and learn-by-doing approach."
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Teacher Guide, p. 3: "To teach skills in areas of reading and writing that we meet in our daily lives." • Outcomes are not clearly described.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No information about what skills to be taught next or what materials to use next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Teacher Guide, p. 4: There are check-up and homework assignments at the end of each lesson. • Table of Contents p. 2: There are review lessons after every second unit.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Teacher Guide, p. 3: A list of procedures to follow for each lesson is included and described in detail for each lesson. • No mention of training requirements or what skills needed.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Teacher Guide, p. 3: Used for ABE, junior, and senior high classes, and tutor-student situations. • Catalog, p. 28: "Adaptable to most reading programs."
		480A

National ALLD Center Report Card on Instructional Materials

Instructional Material Framing Your Thoughts

Publication Date 1993

Edition 1st

Author

Publisher Language Circle Enterprise

Address P.O. Box 20631

Bloomington, MN 55420

Phone (612) 884-4880

Fax (612) 884-6787

Initial Cost $45.00

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Book is one product of the Project Read/Language Circle Program

Conclusions Seems to need an instruction guide, but none mentioned in manual or catalog

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Catalog: "Though Project Read is an early intervention program for grades 1–6...can be used with adolescents and adults as well." For child/adolescent who needs a "systematic learning experience." • No specific mention of LD.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Catalog: "Though Project Read is an early intervention program for grades 1–6...can be used with adolescents and adults as well."
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Manual, p. E1–E2: Visual, auditory, kinesthetic, and tactile application. A-1 process of "bare bone" sentence to "complex sentence design" by direct concept teaching, concrete and systematic. • Catalog: "Emphasis on sentence structure and paragraph development." • No specific mention of LD.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Mastery tests given only periodically (five total)—no information given if these are successfully completed or not, no final test, no comparative pre/post test.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No guidelines or recommendations for further instruction given.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Practice sheets and mastery tests are comprehensive. Mastery tests are scored by percent—though no benchmarks given as to what is a satisfactory % of mastery to move on with the next concepts. • Manual 12-1: "Elements of Written Expression Rating Scale," an observation scale, though no directions on how to use or when or how to score.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Catalog: Classroom teacher in collaboration with special education teacher; special education, Chapter One, and reading teachers. • No instruction guide or how to implement. • No specific training mentioned.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Catalog: Project Read designed for regular classroom; can be used by special ed., Chapter One, and reading teachers, as well—where child or adolescent with language learning problems receives instruction.
18.		18.

National ALLD Center Report Card on Instructional Materials

Instructional Material Jordan Prescriptive Reading Tutorial

Publication Date 1989
Edition 1st
Author Dale R. Jordan

Publisher Pro-Ed
Address 8100 Shoal Creek Blvd.
Austin, TX 78757
Phone (800) 897-3202 (512) 451-3246
Fax (800) 397-7633

Initial Cost $69.00
Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• No indication.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• At times, the way the sounds are taught, the alliteration begins to seem childish. All ages are seen in the examples. There are references to "God," "the church," and other Christian terms.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Units in workbook are divided into sounds. • Pp. 38-40: Lists some ideas for accommodations for poor vision. • Within the lesson, instructors are told to do extended practice, discussion, reteaching, and reviewing.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• The beginning of each lesson lists the goals for that lesson.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• There is no indication of instruction or skills to learn next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• The lessons are easy to understand, and there are precise steps to follow. • No graphs for documentation or progress.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• P. 3: "The instructor who uses the Jordan...need not be a highly trained specialist...by following this step-by-step program, any intelligent adult can guide learners toward higher level reading and spelling."

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Does not state which instructional situations are most appropriate or useful.

National ALLD Center Report Card on Instructional Materials

Instructional Material Keystrokes to Literacy

Publication Date 1991

Edition 1st

Author

Publisher NTC Contemporary Publishers

Address 4255 West Touhy Ave.

Lincolnwood, IL 60646-1975

Phone (847) 679-4210

Fax

Initial Cost $23.95

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Requires computer hardware and software, p. 189.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Manual pp. vii-viii, ix, x: Mentions literacy levels and the impact in job employment and relating learning to "real world" andf technology. • Catalog: All reading levels—"adult learners." • No specific mention of LD, only literacy.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Manual and Catalog: Directed in general to adults and literacy. Addresses "student" and "learner."
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Manual, pp. 4–7: Guiding Principles Activities include magical control, mating computer and literacy objectives, hands-on or learn by doing, printing for product produced for feedback each session, menu memorization, discussion, etc. • Pp. 11–14: Gives suggestions on how instructor should relate to student. • P. 18: "Tips from Other Tutors" provides experienced suggestions, such as "keep activity short," "limiting activity," and "using familiar literacy content."
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Manual back cover and p. 12: "To help adult beginning readers acquire both computer knowledge and literacy. • Catalog: "Students will master standard business applications." Although no mention of mastery in manual , business applications are divided into 5 parts: computer comfort, word processing, data bases, spreadsheets, and graphics.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No documents of learning progress or recommendations of further skills or materials to use next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No check of progress, test, or benchmarks.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Manual front cover and pp. 1–6: "Read This First" includes pp. 7–11: "How to Use This Book" requires instructors to familiarize themselves with manual and computer first and describes how to prepare for activities and set-up. • Can assume some computer knowledge helpful.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Manual, p. 2: "Any and all of these activities can be revised, edited, or personalized by you for your learners; literacy content of activities can be adjusted by you to reflect whatever level of learning your students have achieved and whatever type of curriculum you are using"; no specifics on how to implement these suggestions.

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National ALLD Center Report Card on Instructional Materials

Instructional Material Language!

Publication Date 1997

Edition 2nd

Author Jane Fell Green

Publisher

Address 1140 Boston Ave.
Longmont, CO 80501

Phone (800) 547-6747

Fax (303) 776-5934

Initial Cost Manual $75; Student $5.25; Sounds & Letters $9.95; J&J Readers $49; Level Vocabulary Cards $21.95

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape
☐ Computer
☒ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Sounds & Letters, J&J Language Reads Levels I-III, "Middle and High School Students: Effects of an Individualized Structured Language Curriculum" study by Fell Greene [from Annals of Dyslexia, 46, 97–121, 1996], Pub. Catalog

Other Product Information The J&J Language Readers are supplementary materials containing short stories emphasizing phonology, morphology, and syntax of English (Manual, p. 4). Appendix in manual gives add'l info. on each product and combined implementation.

Conclusions Study provides nearly all info. on the standards found within actual material.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Catalog: A curriculum for at-risk and ESL students, grades 2–12 "based on years of research...tested extensively in classrooms." • Fell Greene study: Provides information on learning focused on the structure of language, and specific Language! pilot testing. • Manual, p. 3: "Middle school, high school, and adult students are all appropriate populations" needing reading, writing, spelling, and language. • P. 5: Appropriate for use when student is not making gains through conventional methods.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Manual, p. 3: " Middle school, high school, and adult students are all appropriate populations." • Fell Greene study: Pilot study on 12-month individualized curriculum (Language!) "provided to middle and high school juvenile offenders" (p. 97).
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Manual, pp. 1-7: Gives Philosophical Basis, Program Objective, Material Description, and Teaching the Program sections. • Manual, p. 1: Centered around concepts and mastering the code of English language (phonology, orthography, morphology, semantics, syntax); p. 2: "Research proves that 87% of English language is phonologically predictable," p. 3: Designed to bridge gap between each student's actual functioning level and each student's own potential. • Sounds and Letters provides phoneme awareness drills. • Fell Green study: Provides basic info. and cited research on role of language structure (phonology, morphology, and syntax) for poor readers/spellers.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Each student book contains 6 units, each beginning with a list of phonemic, orthographic, grammatical concepts, reading and spelling vocabulary and J&J Reading assignments. Each unit has a spelling test. • Manual, p. 1: "Individual progress is based on each student's mastery of concepts rather than a predetermined class schedule or curriculum."

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No mention of further instruction.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Manual, p. 7: Unit tasks and concept application-should be at a minimum of 80% mastery—each unit task has criterion reference box of student score, minimum and maximum master score. • Fell Greene study, p. 110: Section on "Student Progress and Evaluation" outlines 5 requirements for 80% mastery for each unit.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Manual, p. 4 and Fell and Greene study pp. 108-109: "Requires special instructors" with "specific training in the structure of the English language." Background in Structured Language, advanced degree in reading or language, or other postgraduate training/experience helpful....teacher training provided through Trainer-of-Trainers model. Trainer should be 1) willing to develop an individualized setting; 2) "trained in program's delivery"; 3) committed to Structured Language teaching logic. • Conversation with Author: There are 9 nationally certified trainers; may be reached through the National Institution for Continuing Education at (504) 832-5135.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Catalog: "Fills a void for students in resource, ESL, EFL, and inclusion programs." • Manual, p. 5 and Fell Greene study p. 109: For both classroom and clinical settings, but designed for ease of individualization."

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National ALLD Center Report Card on Instructional Materials

Instructional Material Laubach Way to Reading

Publication Date 1991

Edition Revised Edition

Author Laubach, Kirk, Laubach

Publisher New Readers Press, Laubach Literacy

Address P.O. Box 888
Syracuse, NY 13210-0888

Phone (800) 448-8878

Fax (315) 422-5561

Initial Cost Complete set $96.00 (Includes 4 each: student workbooks, teacher's manuals, checkups, correlated readers, diplomas, and cursive writing materials.)

Usage Cost Workbooks for additional students $7.50–$9.00 each

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Optional supplemental materials include: crossword puzzles, Focus on Phonics books, More Stories readers, read along tapes

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Available in an adapted version that can be used with ESOL learners.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• LWR Manual, p. 4: For adults with little or no reading ability. • No mention of LD.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• LWR Manual p. 4: Can be used for speakers of English. Can be used with high school dropouts or students in remedial reading programs. • LWR Skill Book Cover: For adults and teenage students.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• LWR Manual, p. 5: "Principles on which Lessons are Based"–lists 9.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• LWR Manual, p. 10: The objectives for each lesson are clearly defined.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• LWR Manual, p. 79: Checkups are scored with 75% being satisfactory. Students then go to Skill Book 3. If they score less than 75%, supplementary lessons and materials can be used until they are ready for Book 3. • P. 80: Chart used to document scores on checkups to be used to make decisions regarding further instruction. • P. 79: Focus on Phonics books can be used for further instruction plus accompanying readers.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• LWR Manual, p. 6: Says chart on pp. 8–9 can be used to guide students' progress. Checkups for Skill Book 2 should be given to evaluate progress after Skill Book 2 is completed. P. 80: chart used with checkups. • LWR Skill Book: Every other lesson has a checkup; every lesson has a homework assignment.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• LWR Skill Book (cover): Training workshops are available but not required. • LWR Manual, p. 4: Classroom teachers, teacher aides, and volunteer tutors can all use books effectively.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• LWR Manual, p. 21: Apply to one-on-one teaching situations, but suggestions are made for classroom use. P. 24: Example of instructions for adapting materials to classrooms are in each lesson. • LWR Manual, p. 20: In each lesson, there are instructions for meeting individual needs.

National ALLD Center Report Card on Instructional Materials

Instructional Material Learning Wrap-Ups & Math Facts

Publication Date 1985
Edition 1st
Author Marion Stuart

Publisher Learning Wrap-Ups
Address 2122 East 6550 South
Ogden, UT 84405
Phone (800) 992-4966
Fax (801) 476-0063

Initial Cost Math Facts Intro Kit $44.95; Math Facts $9.95
Usage Cost

Product Contents
(Check all that apply)

- ☒ Teacher Handbook
- ☐ Videotape
- ☐ Computer
- ☐ Student Workbook
- ☒ Audiotape
- ☐ CD-ROM
- ☒ Instruction Guide
- ☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Math Facts can be used with or without Wrap-Ups

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Manual, p. 1: Author's degree is in elementary education. P. 9: Uses "child" to refer to student mentions middle school and second graders. Pp. 9–10, 73-75: Content does not seem appropriate for adults; badges and certificates and suggested activities are childish. • No mention of LD. • No studies included.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Manual, pp. 10–12: Suggestions do not seem appropriate for an adult. • No mention of gender, race, or ethnicity. • No studies.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Manual, p. 4: Underlying principles are: see, say, wrap-up, write. P. 9: Mentions that the program should be individualized; teachers must be observant to strengths/needs of students.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Manual, pp. 7, 8, 16: Expected outcome is addition, subtraction, multiplication, and divisiona at the fastest time possible.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No mention of what materials to use next or what skills should be taught next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Manual, pp. 16–17: Self-recording chart and teacher record chart. P. 6: Pretests and posttests for each section.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Manual, p. 3: "Please read through this entire workbook." • No mention of training requirements or skills needed to teach wrap-ups.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Manual, p. 9: Says it's important to individualize. Pp. 10–12: Many suggestions for different ways to teach the wrap-ups to a classroom (though again, they appear childish). • No description of different contexts.

National ALLD Center Report Card on Instructional Materials

Instructional Material Number Sense, Fractions

Publication Date 1990

Edition 1st

Author Allan D. Suter

Publisher NTC Contemporary Publishers

Address 4255 W. Touhy Ave.
Lincolnwood, IL 60646-1975

Phone (800) 621-1918

Fax (800) 998-3103

Initial Cost TRG $8.95; Wkbk $6.58; $Tests $19.29; Key $4.95

Usage Cost

Product Contents *(Check all that apply)*
☐ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Teacher's Resource Guide, Diag./Place, & Mastery Tests, Answer Key

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• TRG, p. 7: Lists various settings in which appropriate, including ABE, special ed., ESL, developmental ed. P. 6: Grade level of student may be from grade 4–adult depending on student ability. • Catalog: Reading level 3-5.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• TRG, p. 6: Appropriate for grade 4–adult depending on student ability. P. 7 and Catalog: ESL appropriate.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• TRG, p. 3: Gives NCTM 5 goals and the Number Sense objective to meet these, also gives a list of how it "helps students...." Pp. 1–12: Gives various helpful hints and practices, including use of the material, questions and answers, and Basic Level of Understanding sections. P. 75: Understands fractions by proceeding from "concrete to abstract." Activities are either "concept" or "enrich" directed. Key to using is flexibility; should repeat skills using different activities to avoid student frustration.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• D/P and Mastery Tests: "The Mastery Test ensures that solid mastery has been achieved in all skill areas." Skill areas are identifying fractions and simplifying fractions. Review is encouraged for missed problems.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Mastery Test given, but no further direction upon successful completion and no way given to score such.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• D/P and Mastery Test (back page): Gives "Fractions Student Progress Report" graph for assigned pages and dates started and completed. • Workbook, pp. 30,60: Two reviews given but no way to gauge progress throughout or to score these reviews.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• TRG, pp. 12-13: "Notes to Assist Tutors, Aides, and Volunteers." • No format mentioned.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• TRG, p. 7: Appropriate for "basic classroom instruction, tutoring, or independent study" (however, text is directed towards an instructor while TRG is geared toward "classroom activities"); gives list of various settings. P. 75: Key is "flexibility"; can "easily adjust to class or individual students"; maximum results may require modifications to meet individual student needs.

National ALLD Center Report Card on Instructional Materials

Instructional Material Paraphrasing Strategy

Publication Date 1984

Edition 1st

Author Schumaker, Deshler, McBride

Publisher University of Kansas

Address Lawrence, KS 66045

Phone

Fax

Initial Cost

Usage Cost will need tape recorder, audio tape, overhead projector

Product Contents *(Check all that apply)*

☒ Teacher Handbook
☐ Videotape
☐ Computer
☐ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Paraphrasing is only 1 of 6 strategies within the Acquisition Strand, which is 1 of 3 instructional strands within the Learning Strategies Curriculum

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• P. 3: "Designed to help students deal more effectively with the complex reading demands of the secondary and postsecondary settings." • P. 8: Most appropriate grades 5–6 to postsecondary ed.; reading skills 4th grade level or higher; at-risk, culturally different, emotionally disturbed, or LD. • No specific mention of adult appropriateness.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• P. 8: Most appropriate grads (5–6)—postsecondary ed.; reading skills 4th grade level or higher; at-risk, culturally different, emotionally disturbed, or LD.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• P. 1: "Learning strategy instruction focuses on both how to learn and how to effectively use what has been learned." • Intro, pp. 1–10: Gives info "What are Learning Strategies" and "How to Teach Learning Strategies" based on an 8-stage instructional procedure.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Intro, p. 7: Two dimensions of mastery performance: correct performance and fluent use of strategy. • Appendix A, p. 59: Progress chart: mastery requires 80%.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Appendix B: Progression and mastery charts. Each learning strategy stage offers "Where to go from here" based on next strategy. • P. 6: Actual application of mastered strategy requires student to be placed in actual curricular setting. • P. 2: Gives recommended, though not required, sequence of Acquisition Strand Strategies (self-questioning would follow the paraphrasing material).
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Appendix A: Provides scoring instructions, calculation procedures, and how to plot progress chart. • Appendix B: Provides verbal practice checklist, score sheet, progress chart, and management chart. 80% or above required for mastery.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No mention of who should use, though addresses "teacher" throughout and appropriateness for use with other curriculum.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• P. 6: Gives instructional groupings and setting appropriate; especially good in small group settings, but works well one-on-one and in large groups as well; can be taught in remedial setting and learning centers.

National ALLD Center Report Card on Instructional Materials

Instructional Material Personal Stories, Book 2

Publication Date 1986

Edition 1st

Author Koch, Mrowichi, Ruttenburg

Publisher Linmore Publishing, Inc.

Address P.O. Box 1545
Palatine, IL 60078

Phone (800) 336-3656

Fax (847) 382-0409

Initial Cost Student $7.95; Teacher $6.95

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☒ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Tapes are audios of stories.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Teacher's, p. 1: For nonliterate and semiliterate adults beginning to read. • Catalog, p. 3: For adult learners.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Teacher's, p. i: Can be used as a supplement to ESL material. P. vi: Each story is about a different 3rd or 4th generation American family. Characters vary in age, gender, occupation, and race.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Teacher's, p. ii: Students bring experiences, beliefs, and values to the reading process. P. ii–iii: The theory of reading influences their activities, etc.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Teacher's: Lists activities involved in the reading process and corresponding page numbers. P. i: Goal is to develop the ability to comprehend new information presented in print.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Teacher's, p. i: If student has 10 or more errors on the Check Your Understanding Section, he/she may need to begin with Book 1. • No information provided on what material to use next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• There are lessons after each story to be completed to check their understanding and develop their own writing skills (example: Teacher's, p. 9). • No graphs to chart progress.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• There are no lists of what areas/skills the teacher needs to be trained in or the training requirements.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Teacher's, p. i: Can be used in a classroom or tutor situation. Also appropriate for ESL supplementary texts. P. x: The lessons should be adapted to the needs of the students.

National ALLD Center Report Card on Instructional Materials

Instructional Material Pre-GED Writing

Publication Date 1992

Edition 1st

Author Joan Phiffer

Publisher Steck Vaughn Co.

Address P.O. Box 26015
Austin, TX 78755

Phone (800) 531-5015 (512) 343-8227

Fax (512) 343-6854

Initial Cost $11.93 1–4 copies; $8.95 5 or more copies

Usage Cost

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions Material is intended for self-directed use, but can be used in classroom instruction.

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Catalog: For reading levels 6–8. • Catalog: and Workbook back cover: Easy to read, bridges gap between ABE studies and GED separation. • No mention of LD.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Catalog: Multicultural approach. Features a wide variety of ethnic and cultural topics. • ABE and GED appropriate.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Workbook, p. v: Five step writing process: write, edit, revise, polish, publish. • Catalog and Workbook, p. v: Self-directed and self-checked. • Catalog: Skills taught within real-life situations. • No mention of LD.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Workbook, pp. 1–13, 204–216: Correlation charts help determine strengths and weaknesses in grammar and writing skills. P. iii, iv: Text divided into sections such as: writing process, narrative, descriptive, letter, report writing, etc. P. v. "In this book you will learn 9 types of writing you can use in everyday life." • No mention of "mastery" specifically.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Workbook, p. vi: Student advised to compare inventory and Posttest to see if skills improved. Correlation chart to use with tests indicate areas within text that may need further practice. P. 216: Score of less htat 122/135 on posttest indicates further review within text. • No reference to further instruction or areas to address next. Assume that successful completion will prepare student for GED (writing) test.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Workbook, p. vi: Student to compare Inventory and Posttest to see improvement; a review after 10 sections of Part A with reference to additional practice sections in Part B; p. v: Refer to writing samples in personal notebook from time to time to see progress while using book. • No direct way to document progress, again only 1 review, Inventory and Posttest.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Workbook, p. v and Catalog: "Designed for independent study...does not require a teacher's guide." • Book is self-directed with no mention of literacy practitioners, training, or requirements needed.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Workbook, p. v and Catalog: "Designed for independent study." • No description of how to accommodate for different settings.

National ALLD Center Report Card on Instructional Materials

Instructional Material Reading in the Content Areas, Lit. 2

Publication Date 1990

Edition 1st

Author Laura Stark Johnson

Publisher New Readers Press, Laubach Literacy

Address Dept. 597, P.O. Box 888
Syracuse, NY 13210-0888

Phone (800) 448-8878

Fax (315) 422-5561

Initial Cost TG $7.50, Lit. Anthol. $10, Photocopy Master $34

Usage Cost

Product Contents *(Check all that apply)*

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Student Reader, Photocopy Master

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Report card done on a portion of the "Reading in the Content Areas" series.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• TG, p. 5: Designed for adults and older teens who need help in comprehension. Relies on studies of Boom and Herber (gives hierarchy and 3 level process). • TG: Author works with ABE, GED, and literacy programs. • Catalog: "For critical thinking skills development and GED test preparation." Reading level 7–8.

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• TG, p. 5: "Designed for adults and older teens."
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• TG, p. 5: Two principles 1) Within the content of the reading material are the skills necessary to comprehend it; 2) prior knowledge or experience readers bring to material can give it meaning. Pp. 7–13: Tells instructor "How to Use the Program" and "How to Use the Literature Program" specifically, including teacher's role, presentation, lesson format (e.g. prereading, reasoning, discussion, group reports). P. 7: It's a holistic approach.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• TG: Lists objectives for each reading throughout Guide, though no way given to measure if these are met.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• TG: Post-reading activities suggested for each reading. P. 7: "Closure" for each lesson achieved by group reports and teacher's relating of lesson concepts and objectives. • PCM: No further instruction or materials for specific skills that should be addressed next.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No progress measurement, graphs, or tests, just basic worksheets in Photocopy Master for review of each reading and furthering comprehension. No way to measure if lesson objectives in Teacher's Guide are satisfactorily met.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No formal training mentioned. Uses "teacher" and "student" with no other indication given.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• TG pp. 7–14: Gives various lesson formatting suggestions, how to work with groups, prepare students, integrate fine arts, pre/post-reading activities suggested in each lesson overview, often using discussion techniques. • No specific programs or setting situations given.

National ALLD Center Report Card on Instructional Materials

Instructional Material The Self-Advocacy Strategy for Ed. and Transition Planning
Publication Date 1994
Edition 1st
Author Van Reusen, Bos, Schumaker, Deshler

Publisher Edge Enterprises
Address 708 W. 9th St.
Lawrence, KS 66044
Phone (913) 749-1473
Fax (913) 749-0207

Initial Cost $15.00
Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Material was designed for use with adolescents and young adults in secondary schools, but has been found to be effective with adults in various programs.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• P. 3: "Adolescents and adults in a variety of situations benefit from learning the Self-Advocacy Strategy...can be implemented with all types of students, but especially for those who have developed patterns of negative attitudes....These skills are complex and numerous so that learning might be difficult for students with learning disorders...but it has been carefully sequenced in a way that promotes success, students with learning problems can readily master...." P. 4–5: Describes studies with LD adolescent and young adult students and how the instructional material works well with these populations. • Materials can readily be adapted successfully for use with adults outside of education.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• P. 4-5: Lists research on a wide range of middle school and high school students.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• P. 1: "This idea of teaching students how to make effective learning and development decisions and use these self-advocacy skills is based upon research which has shown...they are more willing to be successful." • Pp. 5–14: Lists the specific teaching stages and practices to follow when using the material. Each of these steps details goals of the step, what is needed, how to prepare, and how much time to allow. • Advanced organizers are provided.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• P. 4: Section "What results can be expected from students who learn this strategy?" states outcomes that are research-based. • P. 5: Lists 8 benefits of learning the strategy. • Pp. 101–124: Gives descriptions of teaching the student other uses for this strategy.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• P. 3: Once this strategy is learned, students can apply it to all aspects of their lives to advoccate for themselves. • Pp. 120–121: Of the step for preparing students for further use of the strategy, discusses the process of updating their goals and "further education and training" after they have learned the strategy.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Practitioners work in close contact with the students as they learn. Though there are no "tests" or review, the contact between the teacher and student makes it easy for the teacher to see first-hand what's being learned. The steps for teachers to use to accomplish this are clearly described in detail throughout the entire material. • Pp. 5–14: Gives detailed description of procedures to use. These steps include procedures on charting and evaluating student progress and performance. • Charts for documenting learner progress are available on pp. 174–193.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No formal training for practitioner is addresses. • P. 3: "Who might want to teach the strategy?" states "Four considerations are necessary in deciding to teach The Self-Advocacy Strategy." 1) Desire to enhance motivation; 2) willing to create and maintain correct learning environment; 3) willing to accept that difference exists; 4) willing to give students a say in their learning.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• P. 4: States research has found that "students typically spend 6 or 7 50-minute classes on consecutive days in groups of 4–8; also mentions a few adaptations to this and supplemental work, but it is fairly rigid on the fact that research shows it works best in these ways. P. 8: Can also be used in one-on-one situations. Larger groups can be used if they are broken up for feedback and modeling practices. • P. 3: Describes the setting in which the student can use the strategy once he or she becomes familiar with it.

National ALLD Center Report Card on Instructional Materials

Instructional Material Starting Over

Publication Date 1986

Edition June 1995 printing

Author Joan Knight

Publisher Educators Publishing Service, Inc.

Address 31 Smith Place
Cambridge, MA 02138-1089

Phone (800) 225-5750

Fax

Initial Cost $17.55

Usage Cost

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Teacher Manual & Student Textbook combined, pub. catalog

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Catalog: "...Literacy program is for an adult or older student who is ready to try to learn to read again." Also ESL appropriate. • P. vii: For the student reading on any grade level from 0–13.0 with decoding and spelling difficulties. • P. 2: Designed for beginning ABE and higher level dyslexic.

56.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Pp. 1–9: Introduction addresses issues of adult students and education.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• P. v: In the "Foreword," the author addresses the dichotomy of "objective linguistic and cognitive factors" and the student's life situations by "basing the organizing principle on linguistic structure, using a judicious choice of examples...illustrative of linguistic structure and topically learner-centered." • P. vii: Uses variety of techniques: multisensory, phonics, whole words, and language experience. • Pp. 2–15: Gives theoretical basis and basic outline of program based on 2 main approaches: saying a word as a whole unit (the sight-word, whole word, or meaning approach) and saying each symbol to build a unit (the sound or phonic approach).
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• P. 2: "Teaches mastery in many language areas," with an emphasis on decoding. • P. 9: A Mastery Measure is given at the end of every other Consonant Unit. P. 284: "The tests will show particular weaknesses in areas such as short-vowel sounds, certain types of blending, application of the Guides to spelling and pronunciation, and the syllabication of process." "Mastery comes for all students at their own pace."

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No mention of further instruction.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Material begins with interview and battery of 10 pretests. • P. 9: A Mastery Measure is given at the end of every other Consonant Unit. • P. 284: There is no scoring mechanism—"There are no grades on the tests because the emphasis is not on the percentage of information remembered, but on the process of learning." • Pp. 13–14: Chart available for individual progress record.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Catalog: "Design of book enables a teacher or interested adult to use its materials without previous instruction or preparation." • P. vii: Is for "teachers, tutors for use with the older student." Step-by-step approach will enable even the inexperienced instructor to teach reading, spelling, handwriting, vocabulary, and sentence composing."

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• P. vii: For use "in a whole class, small group, or tutorial setting."

National ALLD Center Report Card on Instructional Materials

Instructional Material Studying for a Driver's License

Publication Date 1994

Edition 1st

Author Kenel & Vaillancourt

Publisher People's Pub. Group, Inc.

Address 230 West Passaic St.
Maywood, NJ 07607

Phone (800) 822-1080

Fax

Initial Cost $13.95

Usage Cost

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• No specific mention of LD. • Catalog: Worked for "remedial, ABE, & ESL students appropriate for "low level readers."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material: **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• No studies, no mention of age except "ABE" reference catalog. • Glossary in English and Spanish.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Designed for self-study.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• P. 5: "Purpose of book is to make you a safe driver." • Catalog: "Makes State Driving manuals comprehensible to even lowest level readers." • Each section has terms to know before beginning and what student should know or be able to do after reading the chapter.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No skills addressed, no instructional recommendations given, or specific competencies. • Purpose of this material is to aid student in passing driver's test.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Each section has a review; book ends with a sample driver's test.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Self-directed. • No training mentioned.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Catalog: "Worked for...remedial, ABE, ESL students. Though does not further address these situations. • No description of how to teach or accommodate certain individuals or if applicable to group or student-teacher settings.

National ALLD Center Report Card on Instructional Materials

Instructional Material Tic Tac Toe Math

Publication Date 1989

Edition 1st

Author Richard Cooper

Publisher Learning Disabilities Resources, Inc.

Address P.O. Box 716
Bryn Mawr, PA 19010

Phone (800) 869-8336

Fax (610) 525-8337

Initial Cost Guide $15.95, Video $XX, Workbook $4.75

Usage Cost

Product Contents *(Check all that apply)*

☐ Teacher Handbook
☒ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☒ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information One video for each workbook level.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Guide, p. 1: Children and adults with learning differences, problems, or disabilities. • P. 39: Example of use with an adult with an LD. • Video: Useful for individuals with learning problems.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Video: Author works with both children and adults. • Catalog: "This method is not just for everyone," but does not clarify.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Video: Relies on patterns to teach math rather than memory. • "Weighted-learning" only teaches one side (even numbers). • Guide: Based on patterns that are easily learned and interrelated.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Video: Does not teach times tables, but teaches math and raises self-esteem.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No mention of what materials to use next or what skills to teach.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No graphs or charts. • No description of procedures to check progress.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Catalog, p. 1: Instruction guide is for parents, teachers, or self-studey students. • P. 1: Instructional video can be used to learn how to use it or to teach others. • Videotape accompanies each workbook.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Catalog: Can be used individually or with tutors. • Videotape accompanies each workbook. • Student may use it alone or with tutor, etc.
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National ALLD Center Report Card on Instructional Materials

Instructional Material Visualizing and Verbalizing

Publication Date Manual 1991; Stories 1997

Edition Manual 2nd; Stories 1st

Author Nanci Bell

Publisher NBI Publications

Address 416 Higuera Street
San Luis Obispo, CA 93401

Phone (800) 554-1819

Fax

Initial Cost Manual $39.95; Kit $99.95

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☐ Videotape
☐ Computer
☐ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) V&V storybook, 10 colored pictures, 4 colored transparencies, word cards, colored squares, pub catalog exerpt

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Manual included in kit, though also sold separately

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Pp. 26–27: Studies done using the clinical intervention. Ages ranged from 11–59 years. Example: Individuals were given the GORT-R reading test before using this material and scored an average of 43.94%. After using the V&V technique, scores averaged 75.55% • P. 199: Reader and overheads are for grades K–8 and may be inappropriate for adult learners, though instructor may use visuals other than ones offered if appropriate.

BEST COPY AVAILABLE

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Pp. 26–28: Studies were done with individuals ranging from 11 to 59 years of age. No further breakdown of demographics given, no control groups were used. A study including Native American elementary students also mentioned.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Pp. 14–18: Background research information to back up and explain why the visual and verbalizing technique is used and effective. Pp. 28–30: Gives studies and research about left/right hemispheres and how the imagery techniques are supported by this research. • Pp. 200–201: Upper levels of program recommend higher age level material (e.g., SAT, GED workbooks; taking notes from textbooks). • P. 202: V&V technique is for "teaching processing, not content." • Pp. 227–242: Gives suggestions and basic information on the process.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• P. 33: An overview of the program states "once developed, it enables the individual to 1) image parts and gestalts from oral and written language; 2) recall and relate the imagined gestalts; and 3) recognize and verbalize concepts." Also lists that results include improved reading and oral comprehension, oral language and written language expression, and critical thinking.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No indication of other instructional materials to use preceding V&V. The outcomes are not tied to what should be addressed after this program is completed.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Stories Book (K–8) Introduction: States that the instructor is the "diagnostician in deciding when to move from one V&V step to another." • Appendix: Contains a checklist to use to keep a record of the areas the student is fluent in or needs improvement in.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No indication of training required.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• P. 34: States "The following pages [indicating the beginning of actual lesson] will present the treatment process for V&V in a one-to-one setting." However, Chapter 17 discusses classroom management and each summary page describes how to use the process with groups.

National ALLD Center Report Card on Instructional Materials

Instructional Material VAK Tasks for Vocabulary & Spelling

Publication Date VAK 1995, TM 1994

Edition VAK 4th, TM 2nd

Author C. Wilson Anderson

Publisher Educational Tutorial Consortium

Address 400 S. 44th St.
Lincoln, NE 68516

Phone (402) 489-8133

Fax (402) 489-8160

Initial Cost VAK $7.00, VAK Teacher's Manual $4.00

Usage Cost

Product Contents *(Check all that apply)*

☒ Teacher Handbook
☐ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) Research article titled "Summary of Test Scores from Three Orton-Gillingham Practicums"

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information This material was created to be used by those trained in Orton-Gillingham multisensory method; and as a supplemental material for student review and practice, not to be used alone.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• VAK Teacher's Manual Author's Note: States book is intended for sophomores in high school who need to learn how language works to improve skills. • VAK Teacher's Manual, p. 1: Uses visual, auditory, and tactile-kinesthetic approach, particularly TK. P. 13: Each student has various degrees of language competence, if advice on pp. 1–12 is followed "language disabled students can learn." • Studies were conducted on effectiveness. In "Summary of Test Scores from Three Orton-Gillingham Practicums," students ranged in age from "9–adult."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• VAK Teacher's Manual Author's Note: States "book is intended for sophomores in high school who need to learn how language works" to improve skills. • Studies were done and are in "Summary of Test Scores from Three Orton-Gillingham Practicums," however, these studies only include students' ages. There is no indication of other personal characteristics.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• VAK p. 2: This whole program is based on "a multisensory approach to writing." P. 8: Multisensory approach to spelling, encouraged saying the word, sounding it out, writing and rereading. • P. 13: Says the material is for "language disabled" students. • In the Teacher's manual each topic for learning is addressed specifically and there are detailed descriptions of what learning practices the teacher must follow at each step.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• VAK Teacher's Manual, p.13: VAK covers various aspects (e.g., pre/suffix, roots, homonyms, etc.) "As each of the elements covered in the exercises is mastered, students will improve their ability to express themselves in written and oral ways."

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No guidelines or recommendations for further intstruction are given in the Teacher's Manual or Workbook. However, in the research article it is explained that Orton-Gillingham approaches, like VAK Tasks, use posttests to check what the learner has accomplished. No indication of what to do next. The VAK books do not illustrate this point, therefore, the teacher has to be trained in or very familiar with the details of the Orton-Gillingham approaches to know to use these posttests.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• VAK Tasks: has pretest and review after various sections. • Nothing to document or graph process. • According to the research article, when using Orton-Gillingham-based materials, separate pretests and posttests are used for checking learner progress and placement. "These tests are not formal ones used for diagnosis or screening assessment but to identify skills which are mastered and skills needing attention. This is done by analyzing error patterns and then individualizing instruction."
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• No training requirements mentioned in the catalog, or in the materials themselves, simply directs materials to "teacher" and "student" throughout. • There is a "Teacher Training" section of the research article, "Summary..." that states, " It takes 3 years of [Ortin-Gillingham] use before teachers internalize and use the approach automatically."

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• The materials do not indicate instructional situations or environments in which the material is effective; only that it must be used with an Orton-Gillingham approach and trained instructor.

National ALLD Center Report Card on Instructional Materials

Instructional Material Wilson Reading System

Publication Date 1996

Edition 3rd

Author Barbara A. Wilson

Publisher Wilson Language Training Corporation

Address 175 West Main St.
Millbury, MA 01527-1441

Phone (508) 865-5699

Fax

Initial Cost Standard set $229.00

Usage Cost

Product Contents
(Check all that apply)

☒ Teacher Handbook
☒ Videotape ☐ Computer
☒ Student Workbook
☐ Audiotape ☐ CD-ROM
☒ Instruction Guide
☐ Other (Specify) flashcards, sounds cards, suffix cards, "Rules book"

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information Formal training is available and recommended, but not required.

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• Instructor's Manual, p. 3. "The Wilson Reading System was originally written for dyslexic individuals. This 3rd edition is appropriate for elementary students as well as students well beyond elementary grades who have not internalized sounds and word structure." • P. 3: Explains the Wilson Reading System's concepts were based upon "successful experience with thousand of dyslexic students." These studies do include those dealing with LD coupled with the use of reading with phonics and multisensory language teaching.

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STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Instructor's Manual, p. 6: "The Wilson Reading System is designed for any students who are reading and/or reading [?????] below their expected level." • In the article titled "Effectiveness of WRS used in Public School Testing," a study was done using 220 students ranging from grades 3–12.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• Instructors Manual, p. 3: "It [WRS] is based upon the multisensory language techniques and principles described by Dr. Samuel Orton, Anna Gillingham, and Bessie Stillman." • Overall, the program is organized in a very detailed and precise manner. It uses many learning principles such as breaking lessons into manageable pieces (12 steps), using advanced organization, using verbal, written, and visual stimulation, etc.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• Instructor's Manual: At the beginning of each of the twelve "steps" there is a list of skills the student should know when they complete that step of the Wilson Reading System.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• Instructor's Manual, p. 28: Explains what to do if a student has trouble in certain areas. It tells how these trouble spots should be remembered throughout each lesson and consequently addressed. • Appendix (pp. 108–110): Lists organizations and materials to use with students. These materials are divided by students' age, subject content, and learning level.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• Instructor's Manual, p. 21: Discusses the use and importance of charting students' progress and how to do it. Appendix, p. 103: Chart to evaluate progress. The manual takes the instructor through each of the necessary steps in the implementation and use of the WRS, learner progress being a very important part of this.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• Intensive workshops are available and important in order for instructors to learn how to use the WRS. There is a pamphlet available that tells dates and locations of training sessions. There is also an option available in which WRS trainers will come to your program and do an "in-service" for a minimum of 25 people. • Instructor's Manual, p. 7: "If Wilson training is not available to you, this program can be used without training...If using this program without training we recommend the following: • Read manual thoroughly; Watch videos, if available; Write lesson plans and practice; Work 1:1 before implementing in group settings; If possible, visit classrooms with Wilson certified teachers."

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Instructor's Manual, p. 17: Describes the exact procedures for using Wilson Reading System in both 1:1 learning situations and group instruction situations.

National ALLD Center Report Card on Instructional Materials

Instructional Material Your Learning Styles and...

Publication Date 1991

Edition 1st

Author Gail Murphy Sonbuchner

Publisher People's Publishing Group

Address 230 West Passaic St.
Maywood, NJ 07607

Phone (800) 822-1080

Fax

Initial Cost $5.99 each

Usage Cost

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape
☐ Computer
☒ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify)

Non-English Version ☐ No ☐ Yes (Specify)

Other Product Information

Conclusions

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	• No mention of "adults" or "LD."

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	• Material says it is good for low-level literacy students.
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	• No teaching practices included or described.
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	• No outcomes listed; materials contain strategies, not measurable skills.

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The results achieved using the instructional material can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.)	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	• No indication of what to use or do next. • Review worksheets at the end of each book check student's learning style, however, the student is not told what to do with this information after completed.
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	• No checks for progress throughout book, only an end review.
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	• For independent student learning.

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	• Self-directed, with no indication of how to adapt to different learner settings.

Acknowledgments

This series of guidebooks was developed and written by a team of individuals from the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities, including:

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Laubach Literacy Council, Kansas City, Kansas
Learn to Read Volunteers of Miami, Florida
Learning Disabilities Association, Minneapolis, Minnesota

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Maryland Correctional Institute (Correctional Education), Jessup, Maryland
Maryland Correctional Institute for Women (ABE), Jessup, Maryland
Maryland House of Correction (Educational Dept.), Jessup, Maryland
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The development and refinement of *Bridges to Practice* has spanned five years and has involved the participation of countless contributors to a team effort. We would like to thank the staff of the National Institute for Literacy for supporting the development of this product and for guiding the development process by monitoring the heartbeat of the needs of those adults with learning disabilities and those who serve them. Specifically, we are grateful to Andy Hartman, Susan Green, and Glenn Young.

The road from practice to research and back again to practice is a long one, involving many people, much time, and considerable effort. Every page in this product is the result of the efforts of many persons. We appreciate the contributions of all members of our team who have worked to make *Bridges to Practice* available to those who serve adults with learning disabilities in literacy programs throughout the United States. It has been a privilege to coordinate the development of this tool; may it increase the quality of life for those for whom it was designed.

Mary Ann Corley
B. Keith Lenz
David Scanlon
Daryl Mellard
Hugh Catts
Neil Sturomski
John Tibbetts

Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions:

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

GUIDEBOOK 3

The Planning Process

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Academy for Educational Development
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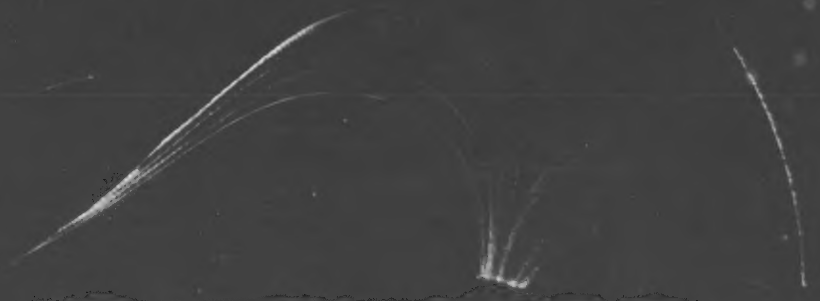
BRIDGES *to* PRACTICE



A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 4

The Teaching/Learning Process

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A Collaboration Between

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The University of Kansas Institute
for Research in Learning Disabilities

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Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

- The Challenge of Teaching Adults with Learning Disabilities
- Creating an Appropriate Learning Environment
- Making Instructional Adaptations and Accommodations
- Two Frameworks of LD-Appropriate Instruction
- Collaborative Teaching/Tutoring
- Summary: Characteristics of LD-Appropriate Instruction
- Systems and Program Change

Guidebook 5

Creating Professional Development Opportunities

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BRIDGES *to* PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 4

The Teaching/Learning Process

The National Adult Literacy and
Learning Disabilities Center
Washington, DC · 1999

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Guidebook 4

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This document is best delivered only through approved training developed by the National ALLD Center. If you have received a copy of this document through a source other than a National ALLD Center trainer or a person who has been trained by such a trainer, we cannot ensure that the user will achieve the anticipated outcomes.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

THE NATIONAL ALLD CENTER

The National ALLD Center, funded by the National Institute for Literacy, is a collaboration between the Academy for Educational Development and the University of Kansas Institute for Research in Learning Disabilities. The Center's mission is to promote awareness about the relationship between adult literacy and learning disabilities. Through its national information exchange network and technical assistance training, the National ALLD Center helps literacy practitioners, policymakers, and researchers better meet the needs of adults with learning disabilities. We encourage your inquiries and will either directly provide you with information or refer you to an appropriate resource.

THE NATIONAL INSTITUTE FOR LITERACY

The National Institute for Literacy is an independent federal agency jointly administered by the U.S. Departments of Education, Labor, and Health and Human Services. The Institute's primary goals are to provide leadership and coordination for literacy activities across federal agencies and among states, enhance the knowledge base for literacy, and create a national communications system that links the literacy field nationwide.

THE ACADEMY FOR EDUCATIONAL DEVELOPMENT

The Academy for Educational Development, founded in 1961, is an independent, nonprofit service organization committed to addressing human development needs in the United States and throughout the world. Under contracts and grants, the Academy operates programs in collaboration with policy leaders; nongovernmental and community-based organizations; governmental agencies; international multilateral and bilateral funders; and schools, colleges, and universities. In partnership with its clients, the Academy seeks to meet today's social, economic, and environmental challenges through education and human resource development; to apply state-of-the-art education, training, research, technology, management, behavioral analysis, and social marketing techniques to solve problems; and to improve knowledge and skills throughout the world as the most effective means for stimulating growth, reducing poverty, and promoting democratic and humanitarian ideals.

Academy for Educational Development
Washington, D.C. 20009
January 1999

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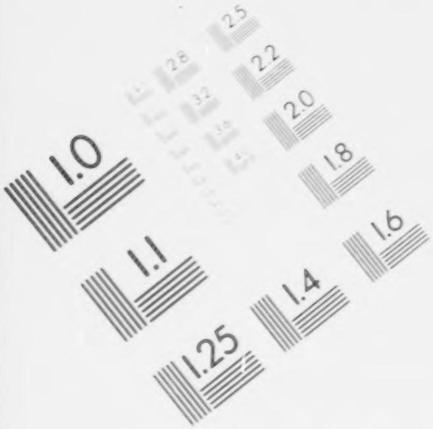
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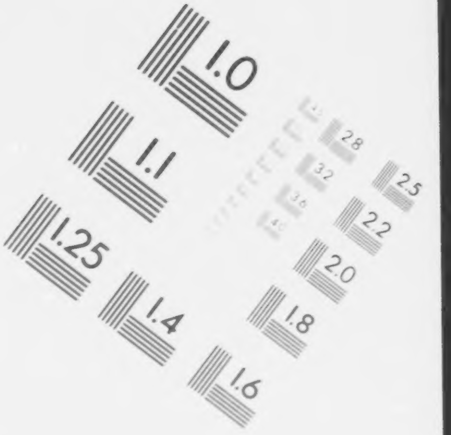
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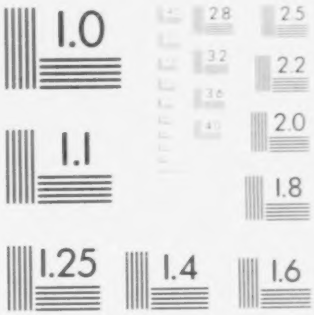
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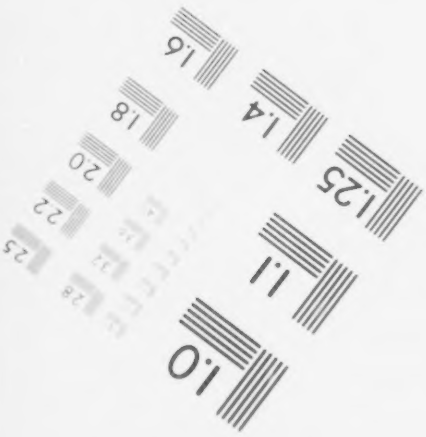
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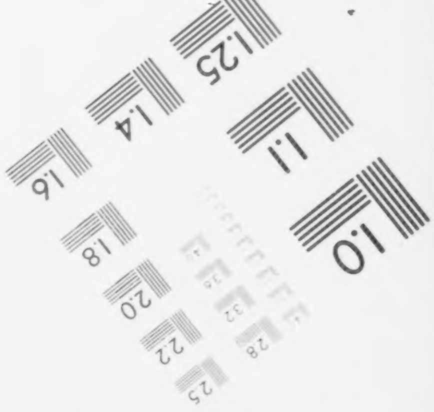
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NATIONAL INSTITUTE FOR LITERACY

Fall, 1998

Dear Colleagues:

The National Institute for Literacy (NIFL) has a small budget and a huge mission: to assure that all American adults who need to improve their literacy skills have access to services of real quality and effectiveness.

One of the greatest challenges to this mission is the issue of learning disabilities (LD) – our field's historic lack of knowledge about these complex obstacles to learning, and our struggle to help adults with LD gain the skills they need to lead productive, fulfilling lives.

Educators have known for years that learning disabilities are among the major problems faced by adult literacy students and by the programs that serve them. But today the need for solutions is especially urgent. On the eve of the 21st century, when literacy skills are more important than ever before to the success of individuals and our nation, state and local programs are under enormous pressure to show that their services make a difference to all their students. We must learn how to do a better job of serving adults with learning disabilities.

BRIDGES TO PRACTICE is NIFL's major contribution to that goal. BRIDGES is the centerpiece product of our National Adult Literacy and Learning Disabilities Center. It is the culmination of a five-year investment in developing useful, concrete tools related to learning disabilities in adults for literacy and other human resource practitioners. We are convinced that BRIDGES and its accompanying training and technical support will meet critical professional development needs that have never been met in such a comprehensive way.

The publication of BRIDGES is not the end of NIFL's commitment in the area of literacy and learning disabilities. We hope it will be the beginning of an increasingly collaborative process with all of you to find better and better ways of serving this significant population of America's adults.

Sincerely,

Andy Hartman Susan Green Glenn Young

Andrew Hartman
Director

Susan Green
Project Officer

Glenn Young
Learning Disabilities Specialist

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Preface

Welcome to *Bridges to Practice*. You are about to embark on a journey designed to help literacy programs enhance the services they provide for adults with learning disabilities. The development of *Bridges to Practice* is centered around the vision of the National Adult Literacy and Learning Disabilities Center (National ALLD Center). This vision consists of the following beliefs:

- Adults with learning disabilities have specific and unique educational service needs.
- Literacy programs can and should meet the needs of adults with learning disabilities.
- By focusing on research-based information, the National ALLD Center can help literacy programs better meet the needs of adults with learning disabilities.

Bridges to Practice is organized around five guidebooks designed to document and reflect "best practices" in working with persons with learning disabilities. What distinguishes these guidebooks from similar products is that the content is based on research. The purpose of these guidebooks is to influence the decision-making process of literacy practitioners in evaluating and selecting screening tools, curricular materials, and instructional strategies that are effective for adults with learning disabilities. Ultimately, by making changes in the provision of services for adults with learning disabilities, literacy programs can help countless adults reach their potential and lead more fulfilling and self-sufficient lives.

By the end of the *Bridges to Practice* training, you will have:

- a broader awareness of learning disabilities and their impact on the provision of literacy services;
- a repertoire of skills and practical tools for tapping the creativity and experience of those you work with;
- a vision of the changes you would like your program to initiate in providing services which are more responsive to the needs of persons with learning disabilities; and
- an action plan for how you intend to achieve those changes.

To derive maximum benefit from these guidebooks, literacy program leaders are encouraged to participate in the companion training/professional development program developed by the National ALLD Center. When used in conjunction with this training and the accompanying video, *Bridges to Systemic Reform,* these guidebooks can provide the stimulus for literacy programs to begin to address overall system change and, thereby, to enhance the quality of services provided to adults with learning disabilities.

For more information on the training, contact the National ALLD Center at (202) 884-8185 or (800) 953-ALLD [2553].

Mary Ann Corley, Ph.D.
Director, National ALLD Center

Foreword

Learning disabilities is an umbrella term that describes a wide variety of disorders, including disorders in one or more of the basic psychological processes involved in understanding or using spoken or written language. Adults who have difficulties with listening, thinking, speaking, reading, or writing are likely to experience problems that significantly affect their academic achievement and their lives.

Varying estimates of the number of American adults with learning disabilities range from 3 to 15 percent of the general population. An even greater incidence of learning disabilities is likely to be found among the population of adults with low-level literacy skills. Research has yet to determine just what that proportion is; estimates range from 30 to 80 percent.

Bridges to Practice: A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities was developed through funding from the National Institute for Literacy (NIFL), which was created by the National Literacy Act of 1991. The NIFL's mission is to maximize the effectiveness of local literacy services nationwide. One of the goals of the NIFL is to enhance the capacity of literacy service providers to identify, teach, and support adults with learning disabilities.

In 1993, the NIFL provided funding to the Academy for Educational Development (AED) to establish the National Adult Literacy and Learning Disabilities Center (National ALLD Center) in collaboration with the University of Kansas Institute for Research in Learning

Disabilities (KU-IRLD). Together, the staff at AED and the KU-IRLD developed a service, research, and development agenda designed to assist literacy practitioners in enhancing services to adults with learning disabilities. This agenda was developed in recognition of:

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with learning disabilities; and
- the need to improve the outcomes of adult literacy programs.

The National ALLD Center developed the *Bridges to Practice* series for adult literacy program supervisors and professional development specialists. The goal of *Bridges to Practice* is to increase awareness among practitioners about learning disabilities and to help program leaders address the changes they might initiate to make their programs more responsive to the needs of adults with learning disabilities.

By setting forth guidelines for best practices and by stimulating discussions among program staff, these guidebooks can be the catalyst that causes some literacy programs to rethink and restructure their delivery systems to be more effective in serving adults with learning disabilities. Programs that are responsive to the needs of adult learners ultimately will assist greater numbers of students in achieving their goals.

Development of the Guidebooks

Research efforts in the fields of literacy, adult education, and learning disabilities are just beginning to yield clear directions for practice. Furthermore, what is known from research on learning disabilities has found its way only sporadically into instructional practice. It has been estimated that less than 10 percent of educational materials and methods currently used in instructional settings has been validated through any type of research (Carnine, 1995). To address this dilemma, the team at the National ALLD Center developed a three-phase research and development plan.

Phase 1: Gather Information from the Field

During the first phase of research and development, the National ALLD Center staff organized focus groups, sent out questionnaires, surveyed

resource centers, and evaluated current screening practices and instructional materials. Through this research, the staff

- identified the beliefs, issues, and values of practitioners in the fields of literacy and learning disabilities;
- identified and validated standards for developing, evaluating, and selecting practices related to screening and instructional materials for serving adults with learning disabilities; and
- identified current practices related to serving adults with learning disabilities.

The last step in this phase was to develop and field-test procedures related to teaching literacy providers to apply the standards to screening practices and instructional materials.

Phase 2: Integrate Research and Write Guidebooks

During the second phase of research and development, the National ALLD Center staff integrated the knowledge they had gathered during the first phase and used this information as a basis for the first four *Bridges to Practice* guidebooks. The staff also developed training for using the program and field-tested the guidebooks to determine how literacy service providers could use the information to improve services for adults with learning disabilities.

Phase 3: Review and Refine Guidebooks

After the first four guidebooks were developed, the National ALLD Center staff used field-test results and reviews of external evaluators to revise the guidebooks. They also collaborated with the four NIFL-funded Learning Disabilities Training and Dissemination (LDTD) hubs and developed the professional development guidebook (*Guidebook 5*) to enhance the dissemination of information contained within the *Bridges to Practice* series.

Because of ongoing research and development in the fields of adult literacy and learning disabilities, additional information will be continuously added to these guidebooks so that they reflect the most current knowledge concerning adults with learning disabilities.

Ensuring Success

The fields of adult literacy and learning disabilities represent many audiences and interest groups. The *Bridges to Practice* guidebooks provide

information about learning disabilities and their impact on literacy programs. However, these guidebooks cannot compensate for the development of specialists in learning disabilities and professional training. Ideally, literacy services for adults with learning disabilities should be organized and delivered by, or under the direct guidance of, a practitioner who is a "master" in providing instruction to those who struggle with learning and learning disabilities.

Terminology Used in the Guidebooks

For consistency throughout these guidebooks, the term "practitioner" is used to describe persons who provide direct services to adults with learning disabilities. Practitioners can be tutors, teachers, program leaders, or volunteers.

These guidebooks specifically focus on adults who are either diagnosed as, or suspected of, having learning disabilities. On occasion, particularly for the sake of simplicity within tables and charts, the term "learner" is used to refer to adults who have, or may have, learning disabilities.

Because of the limited amount of research on programs and practices available for adults with learning disabilities, many of the practices referenced in these guidebooks represent best practices across the field of learning disabilities, and require translation for use in the adult community. Therefore, the terms "person with learning disabilities" or "individual with learning disabilities" imply that learning disabilities are a lifelong condition.

In some instances, again for simplicity, the abbreviation LD is used for learning disabilities, as in the term "LD-appropriate literacy services." When the term "accommodation" is used to describe the responsibilities of adult literacy programs, it refers to changes that are legally required to allow the adult who has been diagnosed with a learning disability to access and profit from the basic or essential services provided by a program. The term "adaptation" refers to the routine changes that a teacher makes during instruction to increase student learning. Adaptations are usually not legally required and may be thought of as good teaching practices responsive to the heterogeneity within any group of learners.

Finally, the term *Bridges* is frequently used to refer to the entire set of guidebooks in *Bridges to Practice*, and the term "guidebook" is used to refer to each of the five guidebooks included in the series.

Seizing the Opportunity!

A Call to Action

Adults come to literacy programs for a variety of reasons: they want to get a job or a better job; they want to help their children with their schoolwork; or they want to be able to read a newspaper or write a letter. In essence, they want to improve their lives. Many of these adults may only consider approaching a literacy program for help when faced with serious personal embarrassment, struggles with friends and family, or the imminent loss of employment. It takes great courage to face these fears and take those first steps to walk through the doors of a literacy program.

Literacy programs may view the provision of services for adults with learning disabilities as a problem or an impossible challenge, especially when faced with limited financial resources, limited or poorly designed professional development experiences, and a shortage of personnel. However, there is no shortage of caring or commitment on the part of literacy practitioners. They know first-hand the joys and rewards felt by learners who have met their goals. Most literacy programs and practitioners will welcome and seize the opportunity to improve services for learners, provided they can identify the necessary resources and tools.

One challenge for literacy programs and practitioners is to change their views about learning disabilities and the impact of learning disabilities on the provision of services to learners. Literacy programs cannot overlook the fact that their learners' real-life responsibilities and obligations, combined with a real history of failure, embarrassment, and fear, shape a set of conditions that require a significant amount of staff planning and creativity. They must thoroughly understand the circumstances which shape their actions to develop high-impact programs.

Shaping an Agenda

In 1994, the National Joint Committee on Learning Disabilities (NJCLD), an interdisciplinary consortia of organizations formed to review issues surrounding learning disabilities for educational and governmental agencies, identified the following eight issues that should be used to shape decisions about programming for adults with learning disabilities (National Joint Committee on Learning Disabilities, 1994):

1. Learning disabilities are both persistent and pervasive throughout an individual's life. The manifestations of the learning disability can be expected to change throughout the life span of the individual.

2. At present there is a paucity of appropriate diagnostic procedures for assessing and determining the status and needs of adults with learning disabilities. This situation has resulted in the misuse and misinterpretation of tests that have been designed for and standardized on younger people.
3. Older adolescents and adults with learning disabilities frequently are denied access to appropriate academic instruction, pre-vocational preparation, and career counseling necessary for the development of adult abilities and skills.
4. Few professionals have been adequately prepared to work with adults who demonstrate learning disabilities.
5. Employers frequently do not have the awareness of, or sensitivity to, the needs of adults with learning disabilities. Corporate as well as public and private agencies have been unaware of the issue, and therefore have failed to accept their responsibility to develop and implement programs for adults with learning disabilities.
6. Adults with learning disabilities may experience personal, social, and emotional difficulties that may affect their adaptation to life tasks. These difficulties may be an integral aspect of the learning disability, or may have resulted from past experiences with others unable or unwilling to accept, understand, or cope with the person's disabilities.
7. Advocacy efforts on behalf of adults with learning disabilities currently are inadequate.
8. Federal, state, and private funding agencies concerned with learning disabilities have not supported program development initiatives for adults with learning disabilities.

In addition to these concerns identified by the NJCLD, adults with learning disabilities are frequently viewed as not having *real* disabilities and, as a result, are often not given access to information about their civil rights and about how to become their own advocates for these rights. Consequently, they are denied the information they need to bring about change for themselves and to take control of their lives.

An Agenda for Action

Improving the overall quality of how our society responds to adults with learning disabilities is a global issue which needs to be addressed by society in general. There are, however, unique responsibilities within the field

of adult literacy. The field must acknowledge that it has a significant history of inaction and that there has been an absence of information about effective services for adults with learning disabilities. With this acknowledgment, program leaders can make a commitment to take the first step in carrying out a new agenda for radically changing current practices in literacy programs. This opportunity to change the lives of millions of adults cannot be missed.

Every literacy program in America can embark on an aggressive campaign to develop high-quality, high-impact literacy services for adults with learning disabilities. To do this, every literacy program should make the following commitments:

- **Understand, use, and demand more research-based practices.** When research is not available to guide practice, literacy programs should demand that federal or state funding be provided to develop practice, and thoroughly test the practices on adults with learning disabilities.
- **Believe that they can improve all literacy services by improving services for adults with learning disabilities.** Practices for serving adults with learning disabilities are based on the idea of providing explicit and structured instruction while honoring and building on the perspectives, knowledge, skills, and experiences of the individual. The process of understanding and then trying to achieve this balance is at the very heart of offering LD-appropriate literacy services.
- **View all those in literacy programs as having a high probability for having learning disabilities.** Not everyone enrolled in literacy programs has learning disabilities. However, most adults with low literacy skills are likely to have learning disabilities. Many of these individuals will not seek formal diagnostic testing to confirm a learning disability. Instruction that is appropriate to learning disabilities—whether or not a learning disability is confirmed—should be the rule rather than the exception in literacy programs. In addition, literacy programs should continuously consider, at all phases of an adult's participation in a program, whether confirmation of a *suspected* learning disability could provide civil rights protections that might have a positive impact on the adult's success in life.
- **Make the improvement of LD-appropriate literacy programs a top priority.** To create changes that are required, programs need to embrace policies and procedures that will ensure high-quality services for adults with learning disabilities. These policies include

spending more time learning about learning disabilities, assessing learning problems, developing effective instructional plans, using high-quality instructional methods, and developing necessary community linkages.

- **Enlist private and public organizations to help shape a new system of thinking about civil rights and develop policies and services related to learning disabilities.** Changing current practice in literacy programs is only part of the solution. If literacy programs try to do this alone, their efforts will always be inhibited by resources, time, and the problems associated with transferring new knowledge and skills into the real world. They must develop links to the community that will ensure adequate resources, support, and follow-up. By making these connections, literacy programs can ensure that adults with learning disabilities can continue to be successful, not only in literacy programs, but in life in general.

How practitioners think and interact with adults with learning disabilities affects the adults in many ways, such as their ability to learn or their self-perception, hopes, fears, and accomplishments. Adults with learning disabilities sometimes have few allies to stand by them and champion their cause. Literacy practitioners are among the few professionals that adults with learning disabilities can turn to for help fighting the battles that they face every day of their lives.

Although their resources are few and their numbers small, literacy practitioners possess the greatest asset of all—relentless courage. They have nothing to lose and everything to gain by accepting this call to action to help improve the lives of millions of adults with learning disabilities.

Overview of *Guidebook 4: The Teaching/Learning Process*

This is the fourth of five guidebooks in the *Bridges to Practice* series. The purpose of the series is to help literacy programs and practitioners (teachers, tutors, volunteers, and program leaders) develop or improve services to adults with learning disabilities.

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1
Preparing to Serve Adults with Learning Disabilities

Guidebook 2
The Assessment Process

Guidebook 3
The Planning Process

Guidebook 4
The Teaching/Learning Process

- The Challenge of Teaching Adults with Learning Disabilities
- Creating an Appropriate Learning Environment
- Making Instructional Adaptations and Accommodations
- Two Frameworks of LD-Appropriate Instruction
- Collaborative Teaching/Tutoring
- Summary: Characteristics of LD-Appropriate Instruction
- Systems and Program Change

Guidebook 5
Creating Professional Development Opportunities

Guidebook 4 is divided into seven sections. The information included in these sections will help program staff to answer the following questions about teaching/learning:

- How is teaching adults with learning disabilities different from teaching adults in general?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- What is an appropriate learning environment for adults with learning disabilities?
- How can literacy programs create an appropriate learning environment?
- How do instructional accommodations and adaptations differ, and when is each appropriate for use?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?
- What makes instruction LD-appropriate?
- What are some principles of LD-appropriate instruction?
- What are the characteristics of strategic instruction?
- What are the characteristics of collaborative tutoring?

Section 1: The Challenge of Teaching Adults with Learning Disabilities

This section discusses how instruction for adults with learning disabilities can be both unique and powerful enough for use with other learners. Structured and explicit instruction can be used with many adults with limited literacy skills.

Section 2: Creating an Appropriate Learning Environment

The learning environment must support the learner and promote independence. This section discusses requirements for creating such an environment.

Section 3: Making Instructional Adaptations and Accommodations

This section discusses the instructional adaptations and legal accommodations that need to be part of any LD-appropriate literacy program. Practitioners must understand how and when to use such techniques and be aware of how these techniques relate to addressing learning disabilities among adults.

Section 4: Two Frameworks of LD-Appropriate Instruction

This section presents two research-based models of instruction: direct instruction and information processing.

Section 5: Collaborative Teaching/Tutoring

This section shows how principles of LD-appropriate instruction can be implemented collaboratively between the teacher or tutor and the learner. Two examples of collaborative teaching/tutoring sessions are provided.

Section 6: Summary: Characteristics of LD-Appropriate Instruction

Successful instruction for adults with learning disabilities involves practitioners' developing and employing techniques that will lead the learner to greater success in life. Twelve characteristics of effective instruction are discussed in this section.

Section 7: Systems and Program Change

This section provides information for targeting areas for program development. These plans can be used for planning professional development activities and for developing appropriate policies, procedures, and practices to enhance services for adults with learning disabilities.

Bibliography

These suggested readings were selected by special education and adult education professionals during the field-test and review process of developing *Bridges to Practice.*

Appendix A: Characteristics of the Strategies Instructional Model

This section presents a model of instruction that has been used successfully with adolescents and young adults with learning disabilities and can be used by literacy practitioners to increase the success of adults with learning disabilities. Although this model requires experience and training, it provides examples of how to incorporate strategic instruction into the teaching of content.

Appendix B: The Role of Phonological Awareness in Learning to Read

This section discusses the importance of phonological awareness in the learning process and describes how deficits in phonological awareness can contribute to reading disabilities. The stages of teaching phonemic awareness are summarized.

The Challenge of Teaching Adults with Learning Disabilities

Many educators believe that the best practices for teaching adults with learning disabilities may also be the best practices for teaching all adults with limited literacy skills. Although research has not yet investigated this claim in all areas of teaching, literacy providers may find the methods discussed in this guidebook helpful for use with a variety of adults who need more intensive and explicit instruction. Instruction that is effective for an adult with learning disabilities is sensitive to the way the adult processes information or thinks about learning and performance.

Many adult learners may have learning disabilities that have not been diagnosed, and they may be struggling to learn. By enhancing teaching practices to be more responsive to the needs of adults with learning disabilities, literacy programs can improve instructional outcomes for all learners. Using principles of LD-appropriate instruction, practitioners can move beyond simple observation of performance to an exploration and understanding of the cognitive and metacognitive strategies that their students use to learn and perform tasks. This shift in thinking about instruction is an opportunity for literacy providers to significantly improve teaching of all adults with literacy needs.

To address the instructional challenge presented by adults with learning disabilities, literacy programs need to develop and embrace systematic teaching behaviors that focus on how adults learn and approach tasks. In the absence of a systematic approach to instruction, practitioners might be tempted to use "trial-and-error" tactics to teach adults.

However, research in education and learning disabilities indicates that a systematic approach to instruction appears to be more powerful than trial-and-error teaching. (For resources on research, see selected readings at the end of this guidebook.) There is little research that supports the effectiveness of gearing instruction towards specific learning styles or basing it on the learner's auditory or visual strengths or weaknesses. Activities commonly used for adults with learning disabilities, such as the use of multisensory techniques, audiotapings of text, and graphic organizers, have limited impact when implemented outside of a broader framework of instruction and not used as part of a comprehensive approach.

Research in the field of learning disabilities supports instruction that is direct, intensive, and systematic, as well as an instructional approach that is sensitive to the ways that learners process information.

This guidebook presents instructional approaches that are supported by research on children and young adults with learning disabilities. Although this research has yet to be replicated on adults in literacy programs, it represents the most current information available on instructional interventions for persons with learning disabilities. Therefore, it is reasonable for literacy programs to base their practices on that which research supports as effective for persons with learning disabilities. In time, with increased funding and support for research on adults with learning disabilities, the knowledge base on the best practices for adults with learning disabilities will be enhanced. The *Bridges* guidebooks are only a beginning.

There are several key elements in the teaching/learning process that contribute to the success of adults with learning disabilities. These include:

- the practitioner's thorough understanding of the content of the various curricular options that have been targeted during goal-setting activities (refer to *Guidebook 3: The Planning Process*) so that he or she can make instructional sequences and modifications without compromising the integrity of the content;
- the creation of an instructional environment that strategically promotes learner independence;
- the provision of instructional adaptations and legal accommodations that correspond to how the adult approaches learning and processing information;

- the professional development of teachers, tutors, volunteers, and program leaders to ensure that they understand and recognize principles of LD-appropriate instruction; and
- the implementation of one or more models of LD-appropriate instruction.

Creating an Appropriate Learning Environment

The instructional environment may seem like the one aspect of instruction that is the most difficult to alter. There is likely no budget for knocking out walls or replacing furniture. Although those may be desirable environmental changes, the instructional environment can be effectively enhanced through such features as seating arrangements, location of resources, noise and lighting levels, adaptable spaces, decorations, and general atmosphere.

Your ability to alter the learning environment can be particularly critical to the success of adults with learning disabilities, who may be either susceptible to distractions or uncomfortable practicing certain basic skills in view of others. The learning environment needs to be flexible to accommodate the demands of different lessons and various groupings of learners.

In addition to organizing physical space, you will want to involve the learner in creating a "strategic" environment that promotes and supports the learner's independence. You can successfully create this environment by doing the following:

Place a value on creating a strategic environment. Use every opportunity to guide learners to be active and independent. Frequently ask questions such as "So how would you do that?" "How would you remember to do that?" and "How would you find that information?"

Recognize the factors that increase learner motivation. Learners need to understand the instructional process, be involved in making decisions about what is to be learned, and experience the success that comes from correctly applying in real-life contexts the knowledge and skills that have been mastered.

Realize that instruction revolves around the everyday needs of the learner. Your instruction should focus on teaching adults to be independent and on helping them to succeed in their various life roles.

Regard learners as equal partners in the learning process. Adult learners are rich reservoirs of knowledge and past experiences; they come to literacy programs with valuable information about how they have learned, how they have compensated for things they cannot do, and how they have succeeded. Your information about effective instructional practices is a good complement to the learner's information. Instruction that is designed around the learner's strengths, needs, and interests holds the greatest potential for success.

Encourage learners to keep track of their progress. Motivation increases when learners are taught to keep track of their accomplishments, make decisions about what to learn next and when to learn new information, and recognize when they need to review material or seek assistance. Keeping track of their progress on a graph or chart helps them to measure their progress visually.

Involve significant persons in the learner's life, whenever possible, in promoting learning. In helping learners to master new skills and to recognize when and where to apply them, your job will be easier if you can enlist the support of others. The learner's family, friends, and coworkers can encourage her or him to apply new skills at home and at work.

Individualize instruction. The more a learner is able to practice and use skills, the greater the possibility the skills will be applied to other situations. The learning environment must allow for learners to work on individual goals. Only through individualizing instruction as much as possible can you meet learners' specific needs.

Making Instructional Adaptations and Accommodations

Within the teaching/learning environment, accommodations are legally required adaptations that ensure adults with learning disabilities an equal chance for success in learning. A literacy program's obligation to provide accommodations to learners is a form of nondiscrimination. (Refer to *Guidebook 1: Preparing to Serve Adults with Learning Disabilities* for more information on the laws which provide civil rights protections for persons with disabilities.)

Most accommodations cost little or nothing and are easily provided, *e.g.*, simple seating or equipment rearrangements; allowance of extra time to complete tasks, and use of tape recorders, headphones, color coding, highlighters, large-print materials, and index and cue cards. A variety of references are available for understanding and selecting alternatives to enhance the success of adults across life situations (refer to the bibliography in this guidebook).

Accommodations are sometimes considered modifications, and in other instances are considered as the removal of barriers. Both conceptualizations are correct. For example, if a learner with motor control difficulties is required to provide a written report, you may be able to modify the requirement and allow the learner to write on wide-lined paper. If the reason for the report is to demonstrate the learner's knowledge of a topic (as opposed to the learner's writing skills), you might accommodate the learner by allowing him or her to do the report orally, thus removing the barrier of the writing task.

An appropriately selected instructional accommodation not only provides equal access to learning opportunities but also minimizes the learner's likelihood of failure. Appropriate educational accommodations are determined by taking into account the adult's unique learning needs.

Instructional adaptations are accommodations that are made outside the context of the law. These are frequently made for any learner (with or without documentation of a learning disability) who exhibits difficulties acquiring, storing, or remembering information for later use. Such adaptations are simply logical choices of tools or approaches that (1) make tasks more manageable (*e.g.*, use of a tape recorder for memory and auditory processing problems; use of a calculator for solving math problems) and (2) enable the individual to have greater control of a situation (*e.g.*, the opportunity to work in a room free of distractions; the allowance of frequent breaks).

You may make material adaptations if (1) the text is too fast-paced, abstract, or complex, (2) the learner has difficulty organizing the material, (3) the learner lacks the experiences and background knowledge necessary to make the new information meaningful, or (4) the learner needs information broken down into smaller chunks and simplified. In such cases, you can alter existing materials, provide more intense and enhanced instruction for the learner, or find alternative materials.

Many accommodations provided to individuals with learning disabilities in academic, vocational, and employment settings involve altering place, time, or performance conditions. Such accommodations allow the individual to process information in his or her own way while the learning situation is adjusted. These types of accommodations are not sufficient, however, if the individual still processes information in a manner that does not help him or her meet core academic, vocational, or employment demands. For example, providing for oral administration of tests may not benefit an individual if the oral administration negatively affects the use of good test-taking strategies, or if the test taker does not know good test-taking strategies. Likewise, note-takers may not lead to improved test performance if, as a consequence of someone else's taking the notes, the learner does not comprehend the information, has difficulty organizing it, or struggles with studying.

Successful programs for individuals with learning disabilities provide ongoing, intensive, explicit, and direct instruction in strategies that enable adults to use skills to become independent learners. Once adults learn strategies, they are better able to profit from accommodations that allow for independent learning and performance. However, adults who must face the demands encountered in academic, vocational, and employment settings on a daily basis often have not been taught appropriate strategies. In these instances, accommodations that only provide performance alternatives may not adequately address the cognitive barriers that prevent success. Accommodations that reduce cognitive barriers associated with learning disabilities by enhancing the adults' strategic learning are at least as important as the other types of accommodations and interventions that are frequently provided.

A significant amount of research has been conducted on methods that teachers can use to enhance and transform content in ways that will accommodate different modes of processing information. A clear set of recommendations and procedures has been developed to help teachers shift their approaches on content-based teaching to teaching that is more sensitive to learners' information-processing needs. Specifically, this line of research indicates that more time needs to be spent on

- selecting the critical information (skills, strategies, content);
- deciding what is the best way to think about and organize that information;
- identifying potential problems in information processing;
- planning instructional activities that facilitate good information processing;
- providing explicit explanations and leadership during instruction;
- checking frequently to ensure that adults have made appropriate connections and have learned the information; and
- ensuring that adults have fully mastered critical information before moving on to the teaching of additional content.

Making Information-Processing Accommodations

You can shift to instruction that is more accommodating to the range of information-processing differences by teaching SMARTER, which is an acronym for a series of instructional steps. The SMARTER routine has been adapted from Lenz and Scanlon (1998). When implemented, SMARTER provides a framework for selecting accommodations that can address information-processing differences for adults with learning disabilities.

The acronym stands for:

Shape critical questions
Map critical content
Analyze for learning difficulties
Reach instructional decisions
Teach effectively
Evaluate mastery
Revisit outcomes and plans

Details of the SMARTER routine are as follows:

Shape Critical Questions

Guidebook 3 describes a planning process that involves shaping a set of critical questions to guide unit and lesson planning. The process begins by developing three or four content-related questions that are critical to a lesson and that the learner should be able to answer to capture the essence of the lesson. The questions will then shift instructional planning from activities and objectives toward the types of thinking that must be done to complete activities and objectives. A question can be tied to conceptual knowledge *(e.g.,* How do you rent a car?) or performance knowledge *(e.g.,* How do you write a paragraph?). The question will make instruction more adult-centered in regard to information processing.

Map Critical Content

Draw a content map of the information that the learner will need to know to answer the questions. The map should be simple and focus on the critical concepts and supporting details that represent your best ideas about how to help the adult think about and remember the information. Plan the structure to provide a way for the learner to talk about the information if you asked, "What was that lesson about?" This map will help the practitioner focus on what information might be adapted.

Analyze for Learning Difficulties

Examine the questions and the content map and identify what could possibly make this information difficult to process.

Reach Instructional Decisions

Using the critical questions and the content map as a guide, decide how you will make accommodations to enhance the information so that it is more easily learned and will address information-processing differences. Adaptations should be based on the level of information processing that serves as a barrier to learning and performance (that is, acquiring information, storing and retrieving information, expressing information and demonstrating competence).

Select an instructional tactic or device or adaptation, and decide how to use it to enhance learning. For example, if there are many details, then memory may likely be a barrier. You can teach learners through an activity where they create a mnemonic device to help them remember the details and can then help learners connect the details and mnemonic to a critical concept.

The following table shows the types of adaptations that you might need to provide for different types of learning difficulties. It also lists the instructional goals that can help learners improve their ability to perform necessary skills, reduce the need for accommodations, and move to a more independent level of learning. For example, you may choose to help learners develop a mnemonic to remember large amounts of information to meet immediate academic demands. However, you should also consider how learners might be taught to identify and organize information that needs to be remembered and then how to create their own mnemonics that could aid remembering.

Learning Difficulty	Short-Term Adaptation	Long-Term Instructional Goal
1. Abstractness	When content appears conceptual, hypothetical, or impractical, learners need to be provided with more concrete examples, analogies, interpretations, or experiences.	Learners should be taught how to seek more examples, explanations, and interpretations through questioning and research.
2. Organization	When organization is not clear or is poorly structured, learners need to have the organization made more explicit for them.	Learners should be taught how to survey materials and identify text organization, read to confirm organization of ideas, and reorganize information for personal understanding and use.
3. Relevance	When information does not appear to have any relationship to learners or their lives, learners need to have the connections between information and life situations made more explicit.	Learners should be taught to ask appropriate questions of relevance, search for personal connections, and explore ways to make content relevant.
4. Interest	When information seems boring, learners need to have information and assignments presented in ways that build on their attention span, participation, strengths, and interests.	Learners should be taught self-management strategies for controlling attention in boring situations and how to take advantage of options and choices provided in assignments to make work more interesting.
5. Skills	When learning specific content requires skills beyond those possessed by learners, learners need to be instructed in the prerequisite basic skills.	Intensive instruction in the basic literacy skills required for mastery of specific content should be presented in small, manageable chunks and should be related and applied to the specific content.
6. Strategies	When the learning requires that learners approach tasks effectively and efficiently, learners need to be cued and guided in how to approach and complete learning and performance tasks.	Intensive instruction in learning strategies should be provided to those learners who do not know how to approach and complete tasks.

Learning Difficulty	Short-Term Adaptation	Long-Term Instructional Goal
7. Background	When learning content assumes critical background knowledge beyond the learners' personal experiences, learners need to have information presented in ways that are meaningful to them.	Learners should be taught how to be consumers of information from a variety of information sources and to ask questions of these sources to gain knowledge and insights.
8. Complexity	When learning tasks have many parts or layers, learners need information or tasks broken down and presented more explicitly and in different ways.	Learners should be taught how to chunk tasks, graphically represent complex information, ask clarifying questions, and work collaboratively in teams to attack complex tasks.
9. Quantity	When critical information that is complex or sizeable is introduced, learners need to have the information presented in ways that facilitate remembering.	Learners should be taught strategies for chunking, organizing, and remembering information.
10. Activities	When instructional activities and sequences do not lead to understanding or mastery, learners need to be provided with additional or alternative instructional activities, activity sequences, or practice experiences to ensure mastery at each level of learning before instruction continues.	Learners should be taught to independently check and redo work, review information, seek help, ask clarifying questions, and inform others when they need more or different types of instruction before instruction in more content begins.
11. Outcomes	When information does not cue learners how to think about or study information to meet intended outcomes, learners need to be informed of expectations for learning and performance.	Learners need to be taught how to identify expectations and goals embedded in materials or to create and adjust goals based on previous experiences.
12. Responses	When material does not provide options for learners to demonstrate competence in different ways, learners need to be given different opportunities to demonstrate what they know in different ways.	Learners need to be taught how to demonstrate competence, identify and take advantage of performance options offered, and request appropriate accommodations on evaluations.

Teach Effectively

Inform learners about the accommodation tactics or devices that you have selected. Explain to learners how you are teaching them and then involve them in creating and using the device. Be explicit as you use the device.

For example, in the case of the mnemonic device, explain to learners that the mnemonic will help them remember information. Involve learners in the creation of the mnemonic and make them aware of how they are attacking the demand. After the mnemonic has been constructed, make sure that learners list the steps that they went through as they constructed the mnemonic.

The next time you need to create a memory device, remind learners of the procedure, and lead them through the process again. The more times that you repeat the process, the more likely learners will understand how they can attack memory tasks independently. By using a few simple prompting questions you can help learners to make such observations, e.g., "How does a mnemonic device help you to recall?"

Evaluate Mastery

Continuously check the learner's progress in processing information to make sure that the devices you have selected have accommodated the learner's need. For example, if remembering was the anticipated difficulty, is there an increase in the learner's ability to remember information?

Revisit Outcomes and Plans

After the lesson is over, are learners able to answer the critical questions? If not, then the accommodations selected for the lesson may not have been aligned with the intended lesson outcomes. Either reteaching is needed, or the critical questions may need to be rewritten because they were inappropriate. For example, maybe the critical question should have been "When do you need to rent a car?" rather than "How do you rent a car?" because that was what was actually taught.

Making Cognitive Accommodations

You are more likely to be successful with adults with learning disabilities when they distinguish the critical information from the supporting information and present the critical information orally, visually, and in ways that actively involve the learner, including frequent opportunities to manipulate the information under teacher leadership. However, this is not enough. You must also be prepared to facilitate information processing by teaching the learner new ways to think about the information. What kinds of questions should the learner be asking? How should the learner answer these questions? How should the answers be structured? What kinds of connections and associations to background experiences should the learner be making? How will the learner be able to remember this information? These types of questions serve as the basis for developing instructional accommodations that immediately compensate for ineffective or inefficient learning.

Altering instruction of adults with learning disabilities requires that practitioners understand and recognize the critical cognitive connections embedded in the content of the various curriculum options. This will require that many practitioners shift their attention away from texts, materials, and activities and towards giving more time to reflecting on critical ideas and connections.

SECTION 4

Two Frameworks of LD-Appropriate Instruction

Direct Instruction

The direct instruction model of teaching offers a structure to teach basic skills, such as knowing how to decode simple three-letter words, as well as more advanced skills, such as knowing how to paraphrase a reading passage or write a four-paragraph essay. The direct instruction model of teaching is well supported by both cognitive and behavioral learning principles. In addition, there is ample research that supports direct instruction as one type of effective instruction for individuals who may enter the learning situation with skill deficits.

There are four essential phases or steps in the direct instruction model. The initial steps are characterized by the teacher's controlling the instruction with an explicit presentation of the skill or information to be learned and then modeling and guiding practice with extensive, elaborate feedback to the learner. Once a skill is learned to mastery in the classroom, the learner takes responsibility for using and adapting the skills learned to meet real-life demands.

Direct instruction is based on the teacher's engaging in some important pre-instructional planning tasks, such as developing clear objectives for the lesson (see the S in SMARTER) and conducting a task analysis or content analysis of the skill or information to be presented (see the M in SMARTER). This helps the teacher define with some precision the exact nature of the specific skill or information to be presented and what the learner needs to do to perform to a desired level.

The four phases of direct instruction are as follows:

Phase 1: Provide Objectives, Establish Expectations, and Introduce the Skill

Begin the session by ensuring that the learner understands the purpose of the session and the skill/information to be learned. This introduction includes building a rationale for the focus of the session and ensuring that the student is paying attention and is ready to learn. Providing rationales and overviews, and making connections with previously learned skills, can be quickly accomplished and are particularly important for student motivation.

Phase 2: Introduce and Model the Skill

Present the skill step-by-step and demonstrate/model the skill. The skill should be presented both visually and verbally to assist the learner in identifying the skill steps as they are modeled. Ask the learner to watch observable behaviors, as well as to listen to your self-talk or "think alouds," which demonstrate the thinking skill steps.

Phase 3: Guided Practice with Feedback

Provide a series of experiences to allow the learner to try out the skill while you carefully monitor performance. The initial practice should allow the learner to actively practice the skill with the support and feedback needed to perform the skill correctly. For example, if a student is learning how to paraphrase, then guided practice can begin with the learner reading a short paragraph and putting it into his or her own words, rather than starting with longer reading passages, such as a page or a chapter. By starting small, you can more easily monitor this phase, and the learner does not get too frustrated.

Some would argue that giving feedback is the most important task in direct instruction. Without clear and explicit feedback, a student can practice incorrectly or never be able to distinguish a skilled from an unskilled performance. Feedback should be immediate and specific. Learners benefit from praise that is clearly targeted at what was done well and from corrective feedback followed by another chance to do the skill correctly. Maintain this phase until the learner is able to demonstrate that he or she can perform the task correctly with little help from you.

Phase 4: Independent Practice and Generalization

Independent practice takes the form of the learner completing tasks without instructor assistance, and can easily be accomplished through homework. Identifying specific situations outside of the instructional sessions where the skill can be applied in real life encourages generalization. However, the ability to identify such situations does not come naturally for some individuals. You can promote generalization by planning with the learner when the skill can be used and then by having the learner keep track of skill use outside of the session.

You can use the direct instruction model to help students learn basic skills and knowledge. This model of instruction comes from systems analysis, cognitive psychology, and teacher-effectiveness research, and is supported by an extensive research base on its effectiveness for individuals with learning disabilities.

Information Processing

Information-processing theory arises from work in cognitive psychology. This theory offers a useful framework that represents the multifaceted processes involved in learning information and higher-order thinking skills. Information-processing theory is particularly useful when working with individuals with learning disabilities because it helps practitioners think about how information can most clearly and explicitly be presented so that the learner is actively and appropriately involved in the learning process.

Examining the basic processes that govern learning can help literacy providers think about the problems individuals with learning disabilities can have when they try to learn new information. For new learning to occur, the material must be input through one or more of our senses, attended to, perceived, and remembered.

Input

According to information-processing theory, experiences are first received as input through one or more of the senses. Typically, reading instruction can be presented using visual, auditory, tactual, or kinesthetic input. For most individuals, and especially individuals with learning disabilities, the more modalities that are used, the better the chance that the input will be remembered. Thus, many programs for individuals with learning disabilities encourage the use of multiple input channels.

Attention

Once information is presented to one or more of the senses, attention comes into play. Attention is the learner's ability to focus on the information at hand. In most situations, the learner can only pay attention to selected information. Sometimes the learner pays attention to information that does not help him or her learn. For example, during a lesson on the short "a" sound, the learner may pay attention to the teacher's red shirt or the rainy weather outside the window, rather than the content of the lesson. In other situations, the learner may pay attention to the information presented, but not to the critical attributes of the lesson. For example, a practitioner may present words that begin with the letter "b," such as band, banjo, or bong, and the learner may pay attention to the meaning of the words rather than the sound of the first letter. It is critical to identify clearly what the learner should specifically pay attention to and to check throughout the lesson that his or her attention is focused on the critical attributes of what is being taught.

Perception

Once input information has been attended to, how the information is perceived can be a challenge. Based on a person's specific learning disability, that individual may have difficulty correctly interpreting information from one or more of the sensory input channels. For example, a person with an auditory processing disability may misperceive what is said to him or her. The statement "she was very bad" could be misperceived as "she was very mad." An individual with a visual perceptual disability may read slowly due to difficulty perceiving the difference between "b" and "d." This disability makes words with those letters challenging to quickly recognize.

Working Memory

Once information is perceived, it enters working memory (also known as short-term memory) where the information is briefly stored. Working memory has a limited capacity, and functions most efficiently when the perceived information is immediately acted upon. For example, Shawn asks for an unfamiliar telephone number in order to place a call. Once Shawn recognizes the numbers, the information enters working memory; this allows Shawn to briefly store the information at hand. In order for Shawn to remember this unfamiliar series of numbers, she must perform some sort of "mental work" to keep the information active. In this case she might keep repeating the numbers as she dials. Working memory can easily become overloaded when too much information is presented and attended to. If a learner does not perform some sort of "mental work," like self-questioning, thinking about how the new information fits with what he or she already knows, or looking for patterns in new information, the information that enters working memory is lost.

Long-Term Memory

Information in short-term memory can be quickly forgotten unless it is transferred to long-term memory. Long-term memory has been compared to a computer because it encodes and stores information. Long-term memory stores four types of information: verbal knowledge, intellectual skills (*i.e.*, knowing how to perform a complex task like paraphrasing), visual images, and episodes. This type of memory storage can be compared to four types of instruction: teaching information, teaching strategies (how to acquire and remember information), teaching through visual images, and teaching through use of memorable experiences, stories, and narratives.

Long-term memory is conceived as an intricate network of connected information and memories which helps individuals make sense of their world. Information-processing theory tells us that connecting new information with a person's prior knowledge helps new learning find a place in long-term memory. Highly successful learners actively and appropriately engage in new learning and automatically take new information and connect it with what they already know, naturally building on their long-term memory knowledge networks. Many individuals with learning disabilities do not automatically do this and thus need help connecting new information and experiences to what they already know. Use of mnemonics, concept maps, visual images, and graphic displays can be important tools for enabling individuals with learning disabilities to remember what is being taught. These devices help the learner see how information is organized and can aid long-term memory.

A learning disability can interfere with any of the stages of information processing. Understanding the learner's unique set of information-processing strengths and needs can guide you in structuring instruction to build on those strengths, as well as help the learner compensate for his or her areas of need.

Whereas the direct instruction model (refer to pages 21-23) assists us in learning skills and procedures, the information-processing model directs us in how to help the learner develop higher-order thinking skills so that

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he or she can remember information, develop strategies to attack intellectual tasks, remember information through use of graphics and images, and use stories and episodes from his or her life to attach meaning to experiences. The SMARTER planning and teaching routine (refer to pages 13-18) incorporates key elements from both of these frameworks.

SECTION 5

Collaborative Teaching/Tutoring

Principles for Teaching/Tutoring Adults with Learning Disabilities

The primary reason for providing intensive one-to-one instruction is that the adult with learning disabilities cannot learn independently in ways that others learn. However, simply receiving one-to-one attention from a practitioner will not necessarily meet the learner's needs. A practitioner who does not know how to plan and structure instruction may increase the learner's frustration.

To be effective, you must provide instruction that helps the learner acquire needed skills and content information. To do this, you must know how to

- select the appropriate curriculum;
- take into consideration the learner's background;
- prepare and transform the information in ways that will make it more understandable;
- provide the structure for lessons; and
- incorporate specific instructional tactics into each session that compensate for learning disabilities.

All teaching/tutoring sessions for adults with learning disabilities must be built on the following important principles:

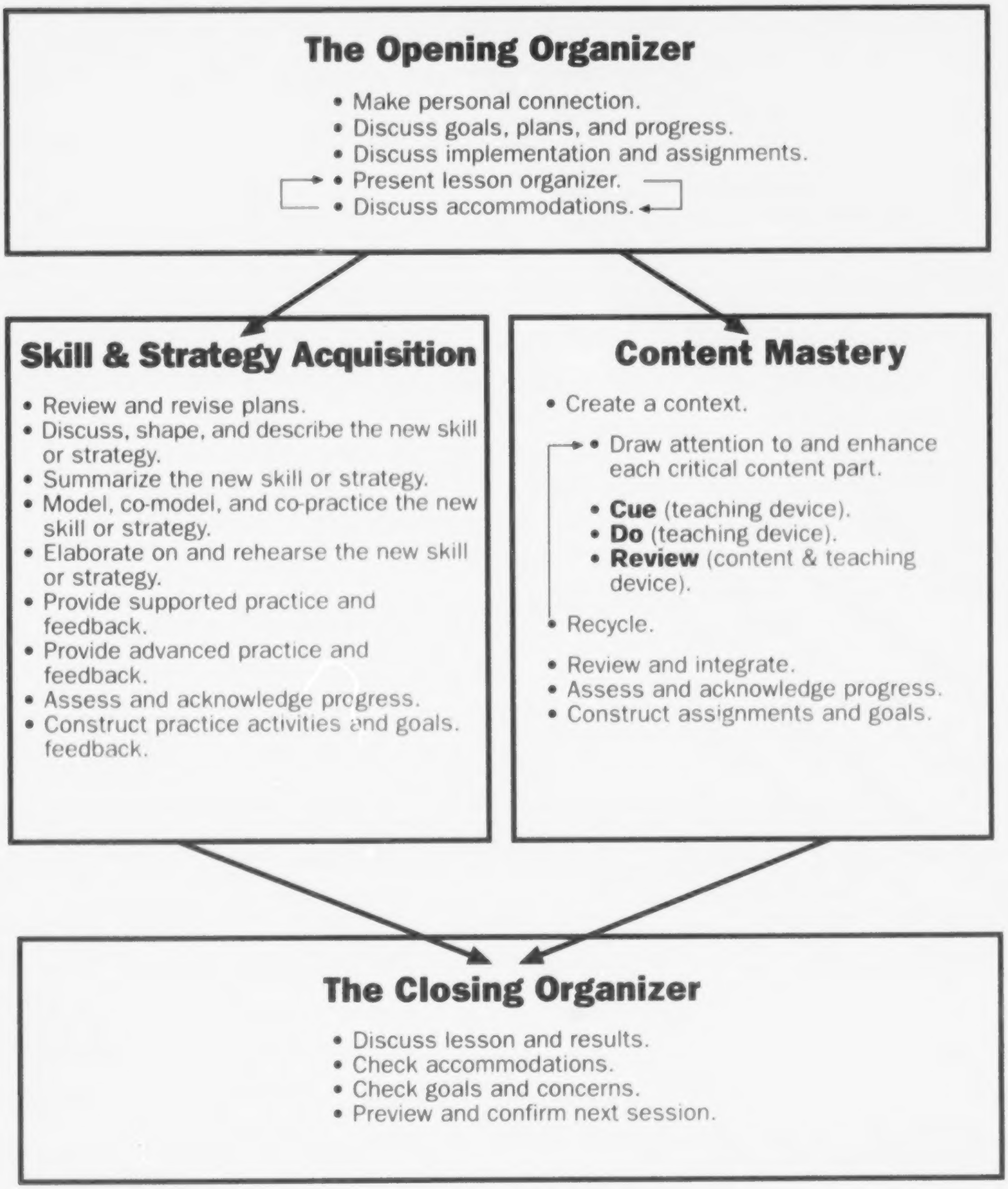
1. At all stages of instruction and decision-making, learners should be offered instructional choices related to what, how fast, when, and where he or she is learning.
2. Instructional sessions must be structured in ways that ensure that the learner is informed about how he or she is being taught and progressing toward targeted goals.
3. Instructional sessions must be structured to ensure mastery of targeted goals and should be characterized by instruction that is more explicit than that provided to adults who do not have learning disabilities.
4. Each instructional session should follow a similar structure or routine so that the learner knows what to expect and becomes comfortable with the learning process. Following an established routine will enable the adult to learn how to approach learning and can become more involved in shaping future instructional sessions.
5. Instructional sessions designed to promote skill or strategy mastery (e.g., word attack, mathematics, writing, social skills, comprehension strategies) should be structured differently from instructional sessions designed to promote content mastery (e.g., insurance, job knowledge, civil rights, health care, child care).
6. The practitioner should know the skills, strategies, or content that will be taught.
7. The practitioner should know a variety of strategies and techniques for promoting learning.
8. An overall climate and relationship that helps the learner see the practitioner as a mentor and an ally in the struggle to gain literacy skills should be nurtured.

The skills you need to provide excellent teaching/tutoring should be carefully introduced, developed, and nurtured over a long period of time. The following section presents two routines that you can use to structure instructional sessions. Although there are many similarities, there are some important differences.

The first teaching/tutoring routine focuses on providing instruction in a skill or strategy. The second tutoring routine focuses on providing instruction in a content area.

FIGURE 5.1.

Components of collaborative teaching/tutoring



The Opening Organizer

- Make personal connection.
- Discuss goals, plans, and progress.
- Discuss implementation and assignments.
- Present lesson organizer.
- Discuss accommodations.

Skill & Strategy Acquisition

- Review and revise plans.
- Discuss, shape, and describe the new skill or strategy.
- Summarize the new skill or strategy.
- Model, co-model, and co-practice the new skill or strategy.
- Elaborate on and rehearse the new skill or strategy.
- Provide supported practice and feedback.
- Provide advanced practice and feedback.
- Assess and acknowledge progress.
- Construct practice activities and goals. feedback.

Content Mastery

- Create a context.
- Draw attention to and enhance each critical content part.
    - **Cue** (teaching device).
    - **Do** (teaching device).
    - **Review** (content & teaching device).
- Recycle.
- Review and integrate.
- Assess and acknowledge progress.
- Construct assignments and goals.

The Closing Organizer

- Discuss lesson and results.
- Check accommodations.
- Check goals and concerns.
- Preview and confirm next session.

Each routine has been structured around research on effective instructional sequences and tactics for adults with learning disabilities. Figure 5.1 shows the four parts of collaborative teaching/tutoring, which centers around

- continuous use of graphic organizers,
- frequent links with the learner's background knowledge,
- adaptations and devices that make the content more concrete and accessible orally and visually, and
- collaborative decision-making about what to learn, how learning occurs, and how to accommodate for learning differences.

Constructing a Collaborative Teaching/Tutoring Routine for Skill and Strategy Acquisition

Strategic instruction helps the learner acquire skills and strategies that the learner has not acquired because of a learning disability. For example, many individuals have not learned to read because of poor instruction, poor curriculum, environment, or frequent absence from school. Although these factors may also affect individuals with learning disabilities, having a learning disability will prevent the learning of skills or strategies that other learners can acquire without additional attention during instruction.

Collaborative teaching/tutoring in a skill or strategy area centers around: (1) the selection of skills and strategies that will help the learner meet important demands, (2) continuous use of graphic organizers, (2) the use of instructional levels or stages to ensure continuous progress towards mastery, and (3) very explicit or teacher-directed instruction during the initial stages of learning a skill or strategy that gradually shifts to learner control and application, and (4) collaborative decision-making about what to learn, how learning is occurring, and how to accommodate learning differences.

The following tables describe the steps in the collaborative teaching/tutoring process and the possible dialogue you might have with the learner.

The Opening Organizer

Collaborative Teaching/Tutoring Step	Dialogue with Learner
Make personal connection. Exchange greetings. Check to see how the learner is doing and if there are things happening in his or her life that should be taken into consideration for this session or in the completion of the overall program. Present the opening organizer form that can be used to introduce session and record information, and confirm closing time for session with learner.	*"Hi, Andy. So, what is going on in your life this week? Let's use our organizer form to check out where we are. Our schedule says we are going to work about 45 minutes on reading, right?"*
Discuss goals, plans, and progress. (1) Review goals and confirm that program goals remain important. (If goals need to be changed, then return to introductory session planning activities.) (2) Review overall plan related to how goals will be achieved using a program graphic organizer. Discuss changes. (3) Review progress toward current goals. Point out successes, concerns, and work to be done for past accomplishments, current lesson, and for the overall program.	*Let's review our goals. Any changes? Let's look at our plans for working toward those goals. Now, let's look at our progress towards these goals."*
Discuss implementation/assignment. If appropriate, discuss if the skills or strategies discussed in the last session were used. If an assignment was given to apply a skill, check to see if the assignment was completed. Reinforce attempts to use a skill or strategy; delay discussing the results of the assignment at this time. Discussion of the results should be woven into the lesson.	*"The last time we met, we set goals related to improving reading comprehension. Let's see what we wrote down as assignments. Did you write down the different tasks that you did this past week that were related to reading? Do you have some reading materials? Good. We can use these today."*
Present lesson organizer. (1) Present an overview of the lesson, and discuss how it relates to the overall program plan. (2) Use a graphic lesson organizer to show the learner how the information in the lesson will be structured. (3) Discuss why the lesson goal is important and how the information can be used. Discuss how the information might have an impact on real-life situations or overall program progress. (4) Discuss, agree on, and write the goal, outcome, or the central questions to be addressed in the lesson. Collaboratively paraphrase the goal for the lesson in words different from those written on the graphic organizer and check to make sure the learner understands and agrees with the goal. (5) Discuss activities and assignments. Write on the lesson organizer the types of activities that will be required in the lesson. Discuss how achievement of the goal targeted for this lesson will be evaluated.	*"Tonight we start learning a strategy for paraphrasing information as you read. Here is what we are going to do tonight. We are going to get this far. Is this still okay?"* *"Looking at the information in the content organizer, let's decide on what we want to accomplish tonight. Let's write our goals on the lesson organizer."* *"To get there, here is what I think we need to do. Let's write these tasks on the lesson organizer."*

Discuss accommodations. Discuss the types of accommodations that you have planned and describe why you have included them in the lesson. Check with the learner to determine if this seems like a good way to approach the lesson. Encourage the learner to let you know if it seems that a different approach to instruction or assessment might be helpful.	*"Your test results indicated that you are most successful in reading when you have the accommodation of a tape recorder. The evaluator said that it's helpful for you to have materials that you are reading on a tape so that you can hear the words as you read along. Do you agree? …OK. I've made a tape of the passage that you are going to read and try to paraphrase. You can play the tape as many times as you like, starting and stopping to go over parts that you want to hear again. You've used tape-recorded texts before, remember?… Yes, when we were reading the text on good nutrition. And you found this helpful, right?… Good. Be sure to let me know if you have questions or if there's a problem using the tape recorder or if you think some other approach might be more helpful to you."*

Skill and Strategy Acquisition Routine

Collaborative Teaching/Tutoring Step	**Dialogue with Learner**
Review and revise plans. (1) If appropriate, ask the learner to share how he or she has used the skills taught during the last session. Provide informative feedback on assignments. When appropriate, review information from previous sessions. (2) Based on the learner's performance on assignments, adjust the activities for the lesson. (This might require abandoning the current lesson and revisiting the previous lesson. If the previous lesson is revisited, determine with the learner how the lesson should be revised so that learning is ensured.)	*"Let's quickly look at the list of places you needed to read this past week and the kinds of reading materials you needed to use."*
Discuss, shape, or describe the skill or strategy. Focus the learner's attention on the information structure in the graphic lesson organizer. Explain each part of the skill or strategy and write notes with the learner on the graphic lesson organizer as you describe each part of what is to be learned. Make sure that the explanation follows the information on the graphic lesson organizer. Begin by discussing the skill, then ask the learner to share how he or she is thinking about performing the skill or strategy. Shape what the learner knows until it is clear that the learner understands the skill or strategy. If the learner does not have knowledge of the skill or cannot describe a strategy, describe how he she might perform the skill or strategy.	*"Let's start learning how to paraphrase. Let's start with how you already read. Read this for me. Let's talk about that. There are three good things that you do. Let's write them down. Let's add a couple of steps. Now try again. What do you think of this strategy we have created?... Okay, let's modify it a little..."*

Summarize the new skill or strategy. After the skill or strategy has been identified, summarize the steps for performing the skill or strategy. List the steps on the lesson organizer. Discuss or identify a way for the learner to remember the steps. If possible, write how the skill or strategy will be remembered.	*"Okay, here are the steps. Explain them to me. How are you going to remember them? Let's figure out a way to remember them together."*
Model, co-model, and co-practice the new skill or strategy. Once the steps have been listed, tell the learner that you want to model how the skill or strategy should be applied. Perform the skill or strategy. Talk aloud as you demonstrate. Tell the learner how you are following each step, explain what you are thinking, and describe how you are checking your performance to make sure it is correct. After you have provided a good model, ask the learner to help you. Ask for a little help at first and gradually ask for more assistance from the learner until he or she is co-modeling. Gradually drop out some of the thinking aloud elements until the learner is simply co-practicing the skill or strategy with you.	*"I want to show you how to apply this strategy as you read. I am going to follow the steps that we have created. As I follow the steps, I am going to think aloud. In a minute, I am going to ask you to do the same thing. Here I go. Follow your notes as I use the steps of the strategy."*
Elaborate on and rehearse the new skill/strategy. Once the skill has been presented, ask the student to use the steps that you have given him or her to explain how the skill is to be used. After you are sure that the learner thoroughly understands the skill, help the learner commit the skill or strategy to memory. Use a remembering system when appropriate. Make sure that the learner can explain the use of the skill or strategy from memory before he or she begins practice.	*"Now, we need to memorize the strategy steps. First, explain the steps to me. Great! Now, let's memorize the steps. We created a way of remembering the strategy—a mnemonic—now we are going to use that to make sure that you can remember it. First, let me show you how I would use it...Ready?...Let's rehearse the steps. We need to have this memorized before we start practicing this...Great, you know all of the steps by heart..."*
Provide supported practice and feedback. (1) Begin supported practice with easy tasks and as much support as possible to ensure successful performance of the skill of strategy. Practice should continue until the learner is confident and fluent. Supported practice should be gradually faded until the learner is performing the skill or strategy without assistance. (2) Feedback should start with the learner. Ask the learner to evaluate his or her progress. Ask the learner to identify what is going well and what needs more work. Pinpoint exactly what is going well and what needs work so that goals can be established for practice. Provide additional explanations, models, and practice as necessary. Use the "I do it; We do it; You do it" teaching tactic.	*"Here is a reading passage from one of our books here at the literacy center. It is very easy to read. I want you to try the strategy out on something easy first. Try it; I will help you... Good. Let's talk about what you did right. What do you think? Okay, what do we have to work on?...I agree. So let's go back to what we talked about. Where are your notes? What is the rule? So, what do we need to do? Here, let me do it...Now, let's do it together...Okay, now you do it. The next time we practice, we need to remember to work on these three things. Let's write that down in our notes."*

Provide advanced practice and feedback.

(1) Advanced practice begins after the learner has demonstrated mastery of the skill or strategy under easy conditions. During advanced practice, increasingly difficult tasks are provided until the learner has mastered the skill or strategy at the level desired.

(2) Feedback discussions should be led by the learner and supported by the tutor.

"This level of instruction may take several sessions to attain. We have come a long way...Now, let's try paraphrasing those insurance directions...Now let's do that job manual...Are you ready for the training guides?...Now what do we want to work on?"

Assess and acknowledge progress.

(1) Assess progress on some type of evaluation measure or by reviewing work completed in the lesson.

(2) Acknowledge progress by asking the learner to describe what has been accomplished. Together, identify at least three accomplishments made during the lesson.

"You are doing a great job of paraphrasing. As you paraphrase, I am listening for ____. Let me ask you questions to see if you are comprehending...You are paraphrasing well, but you are giving me a lot of details...Let's focus on the big or main idea...Here, try this..."

"So, let's list what we have accomplished tonight."

Constructing a Collaborative Teaching/Tutoring Routine for Content Mastery

Strategic instruction ensures that the learner acquires critical content information not previously acquired because of the presence of a learning disability. Many individuals with marginal literacy skills may not have acquired important information required for daily living.

Collaborative teaching/tutoring in the content areas centers around (1) the selection of critical content that will help the learner meet important demands, (2) the continuous use of graphic organizers, (3) the use of instructional devices that can enhance the organization, understanding, remembering, and application of information, (4) the explicit guidance of the practitioner in learning targeted content, and (5) the collaborative decision-making process about what content to learn, how learning is occurring, and how to adapt instruction for learning differences and disabilities.

Some common teaching devices can enhance content learning during collaborative tutoring. (See the table on page 35 for some of these devices.)

Devices for Enhancing Content Acquisition

Purpose of the Device	Techniques for Presenting the Device	
	Verbal	**Visual**
Organize: arrange information in meaningful ways	summarization chunking advance organizer post organizer verbal organizational cues	outline web hierarchical graphic organizer table grid flowchart
Clarify: understand words or concepts	analogy comparison synonym metaphor antonym simile example	symbol concrete object picture model diagram
Describe: tell a story	current event past event fictional story hypothetical scenario personal story	film filmstrip video
Demonstrate: show through action	role play dramatic portrayal	physical gesture/movement moveable objects demonstration
Promote recall: remembering	acronym keyword association	visual images sketches

The most powerful devices combine both verbal and visual presentations. The devices are used to transform content and make it more understandable and memorable. Combining verbal and visual forms of presentation *and* involving the learner in constructing and using the device increases the learnability of content information. This multisensory approach to teaching content can improve how adults process information. The use of these devices, and the manner in which the teaching/tutoring session is actually structured, may vary based on the content of the session and the characteristics of the learner. The following structure is an example of how a collaborative teaching/tutoring session in specific content information might be approached.

The Opening Organizer

Collaborative Teaching/Tutoring Step	Dialogue with Learner
Make personal connection. (1) Exchange greetings. Check to see how the learner is doing and if there are things happening in his or her life that should be taken into consideration for this session or in the completion of the overall program. (2) Present the opening organizer form that can be used to introduce the session and record information. Confirm the closing time for the session with the learner.	*"Hi, Bob, did you get into that training program? ...Great! ...Do we need to be doing anything to help you out there? "Here is our opening organizer that we will use to help us get started. Let's see, we have about an hour, right?...So, we can work until about 9:00 P.M., right? Is that when your ride comes? ...Okay, we will be done by then."*
Discuss goals, plans, and progress. (1) Review goals and confirm that program goals remain important. (If goals need to be changed, then return to introductory session planning activities.) (2) Review overall plan related to how goals will be achieved using a program graphic organizer. Discuss changes. (3) Review progress toward current goals. Point out successes, concerns, and work to be done for past accomplishments, current lesson, and for the overall program.	*"Bob, what are the three goals that we are trying to achieve? ...Okay, we have already worked on your writing goal quite a bit. So, what did we decide last time?...Okay, we decided to let you keep practicing the writing strategy, but start work on the next goal. Thanks for bringing the letters that you were going to write...So, where do we start today? Okay, in the last session we decided to take a break from writing and begin working on the second goal of understanding insurance. Is that still important to you?...Okay, so, we are going to continue with that goal in this session. What is the goal that we will work on after the one on insurance?..."* *"Bob, why don't you look at the progress chart and tell me how you are doing? So, what do we need to work on?"*
Discuss implementation/assignment. If appropriate, discuss how the information learned in the last session was used. If an assignment was given, check to see if the assignment was completed. Reinforce attempts to use the information. Also, reinforce the use of skills or strategies learned from other sessions. Delay discussing the results of the assignment at this time. Discussion of the results should be woven into the lesson.	*"Let's quickly look at those letters. I can see that your sentences are getting better. Let me take some time to look at these later, and then we can talk about what to work on. Did you bring your car insurance papers that you wanted to go over?... Great, we will use them in the session."*

Present lesson organizer.

(1) Present an overview of the lesson, and discuss how it relates to the overall program plan.
(2) Use a graphic lesson organizer to show the learner how the information in the lesson will be structured.
(3) Discuss why the lesson goal is important and how the information can be used. Discuss how the information might have an impact on real-life situations or overall program progress.
(4) Discuss, agree on, and write the goal, outcome, or the central questions to be addressed in the lesson. Cooperatively, paraphrase the goal for the lesson in words different from those written on the graphic organizer and check to make sure the learner understands and agrees with the goal.
(5) Discuss activities and assignments. Write on the lesson organizer the types of activities that will be required in the lesson. Discuss how achievement of the goal targeted for this lesson will be evaluated.

"The last couple of sessions we have focused on understanding insurance... Let's look at the lesson organizer...How many types of insurance are we learning about? Right. We have already talked about life and renter's insurance. Tonight, Bob, we are going to discuss car insurance. In our next session, we will discuss health insurance. Now, why are we trying to understand car insurance? What do you want to know? Let's create some questions that can serve as our goals for tonight...Great. Let's write these three questions on the lesson organizer. Tonight, I am going to ____...And I want you to ____...Okay? So, how are we going to check to be sure that everything is clear?..."

Discuss accommodations.

Discuss the types of accommodations that you have planned and describe why you have included them in the lesson. Check with the learner to determine if this seems like a good way to approach the lesson. Encourage the learner to let you know if it seems that a different approach to instruction or assessment might be helpful.

"Okay, so let's review what an accommodation is...That's right, it's an alternative way of doing something that is legitimately provided by someone else when you can't do something for yourself. Since writing information as we talk takes you a long time, notice that it distracts you from the information. So, I have prepared a note guide that will reduce the writing requirements. You are still going to have to write a few things down as we talk, but not so much that it will distract you. Does that sound okay?...Is there anything else that we could do?...Some of the ways that will teach you will also help you learn. As we go through the lesson, let me know if we need to find other ways to get through the information so that you understand it."

Content Mastery Routine

Collaborative Teaching/Tutoring Step	Dialogue with Learner
Create a context. (1) Initially, discuss how the content fits with other topics and information. (If the learner does not have essential background concepts, then you must revise the lesson to include instruction or awareness of these concepts.) Determine what the learner already knows about the content and create or add to a background key word list that you can refer to during the lesson. Using the lesson graphic organizer, explain how the content parts of the lesson are organized and how the information connects to the learner's needs and background. Make sure that the learner understands how the content is organized. (2) After each content part on the lesson graphic organizer is taught, make sure that the learner sees how each part is connected to the whole and to other parts. Make sure that the learner sees the big picture.	*"Okay, Bob, let's get started. Let's go over what we learned last time. Let's review our key word list from the last session. What do you know about car insurance?... Good... Okay, let's create a key word list about car insurance...So, let's look at the lesson organizer for tonight. We are going to look at five factors that need to be considered when selecting car insurance. They are listed here on the lesson organizer. We are going to talk about each of these factors..."*
Draw attention to and enhance each critical content part. (1) Using the lesson organizer graphic, direct the learner's attention to the part of the lesson graphic organizer that will be learned. (2) Complete the CUE-DO-REVIEW sequence on the critical parts of content depicted in the lesson graphic organizer using a teaching device.	*"Let's start with car insurance coverage. That is the first part shown on the lesson organizer. We already talked about what coverage means in previous lessons. What does it mean?...Good."*
CUE (teaching device). (1) Present and explain the teaching device that you will be using, and how you will use the device. (2) Describe what you will do and what the learner can do. (3) Explain how the device and the collaborative use of the device will help mastery of the targeted information about how much coverage you need.	*"As we talk about car insurance coverage, we are going to compare the two types of coverage. To make this concrete, I am going to use a diagram to help us compare the two. This is how I am going to use it. I will do this. Then I want you to do this...When we are done, you will be able to compare the two types of coverage and can make better decisions."*
DO (teaching device). (1) Present the content information with explicit use of a teaching device. (2) For every three statements made in teaching, prompt at least one response from the learner. (3) Involve the learner in shaping and transforming the information into a form that is understandable and memorable with the help of the teaching device.	*"I have written two types of coverage on the diagram. Let's talk about and list the characteristics of each. Okay? What do you think are the characteristics of liability coverage? Let's check the manual...What does it say?...Let's write that here....What next?...So, how are they similar?...And how are they different?...Do we have everything listed?...Good. Let's review."*

REVIEW (content and teaching device).

(1) Check understanding by asking the learner to answer critical content questions, paraphrase ideas, and perform application tasks.

(2) Check understanding by asking the learner to make comparisons; explain causes and effects; and explain other relationships.

(3) Confirm understanding of the content. If the learner does not understand the content, then reteach the part using a different teaching device; use increased or different accommodations; or reevaluate with the learner if it is critical to learn this piece of content.

"Bob, can you answer any of the questions that we created at the beginning of the lesson?...So, paraphrase what you know about car insurance coverage...How do they compare?...Do you feel like you know about car insurance coverage?"

Recycle. After a content part has been learned using a teaching device, return to the section "Create a Context" and begin the process of teaching the next piece of content represented in the content structure. When all the pieces of the content have been taught, continue to review and integrate.

"Now that we have finished discussing car insurance coverage, let's move on to car insurance cost. Let's look at the lesson organizer...So, what do you know about car insurance costs?"

Review and integrate. Using the content structure and the teaching devices, cooperatively summarize what has been learned about all the content parts.

(1) Check understanding by asking the learner to describe the information in the content structure.

(2) Discuss the answers to the critical content questions with the learner. Ask the learner to paraphrase ideas and perform tasks that require use of the information.

(3) Check understanding by asking the learner to make comparisons between the content; explain causes and effects; and explain other relationships.

"Now that we have covered all three areas of car insurance, let's stand back and review... Answer the lesson questions that we created... So, what happens if you don't have car insurance?...What happens if ____... What do you need to do now about your car insurance?"

Assess and acknowledge progress.

(1) Assess progress on some type of evaluation measure or by reviewing work completed in the lesson.

(2) Acknowledge progress by asking the learner to describe what has been accomplished. Together, identify at least three accomplishments made during the lesson.

"Let's check to see if you have this down... Let me ask you a couple of quick questions... So, what do you think are the three biggest things we accomplished in this lesson?"

Construct assignments and goals. Discuss assignments that need to be completed by the learner independently. If appropriate, make a list of places in his or her life where he or she might use the information. If needed, brainstorm with the learner to develop a plan to ensure that the assignment will be implemented and/or remembered.

"Next time I want you to bring me the cost quotes and information from the car insurance companies we discussed. Also, bring in the information from your employer that describes your health insurance costs and benefits. How are you going to remember to bring it? Let's write this down and put it in your wallet. That worked well the last time, didn't it?"

Closing Organizer

Collaborative Teaching/Tutoring Step	Dialogue with Learner
Discuss lesson and results. Using the graphic lesson organizer, quickly review the lesson and what has been learned in relation to broader program goals.	*"So, tonight we talked about car insurance. What were the three factors we discussed? How does car insurance fit in with our insurance topics from the last session?...With the next session?"*
Check accommodations. Ask the learner how he or she feels about learning, and if your teaching and/or the adaptations were okay. Ask for suggestions.	*"How was the modification I provided for writing?...What else should we do?"*
Check goals and concerns. Ask the learner if the goals are still on target and if any adjustments need to be made. Ask the learner if he or she has any concerns or if there is anything else that needs to be worked through.	*"Should we continue the next session with health insurance or do you want to go back to writing?...Okay, we will continue as planned...Is there anything else we need to be thinking about?"*
Preview and confirm next session. Check to confirm the time for the next lesson. Use the program graphic organizer to explain what the next lesson might be about. Discuss the possible content for the next lesson, agree on lesson content, and develop a general goal.	*"Great, Bob, then I will see you on Wednesday at 8:00 PM. We will discuss health insurance and you are going to bring your health insurance papers."*

Collaborative Tutoring Routines are teaching techniques developed and currently being field-tested by the staff of the University of Kansas Center for Research on Learning (KU-CRL). The concepts incorporated in this approach to tutoring are based on the Strategic Instruction Model developed by the staff at KU-CRL. Specific materials and training activities have been developed for training. Research and development activities continue to refine and validate this approach for use in a variety of educational and employment training settings, including adult literacy programs. The procedures presented here represent some of the teaching procedures currently being field-tested and are based on previously validated models. The teaching structures and examples have been adapted for use by the National Adult Literacy and Learning disabilities Center with the permission of KU-CRL.

SECTION 6

Summary: Characteristics of LD-Appropriate Instruction

Research on intervention practices has yielded twelve characteristics of effective instruction, or LD-appropriate instruction, for adults with learning disabilities. (See the section "Understanding Learning Disabilities" in Guidebook 1). LD-appropriate instruction directly addresses learning difficulties that may result from a learning disability and should be used any time you know or suspect that you are teaching adults with learning disabilities. In short, LD-appropriate instruction is characterized as:

1. structured
2. connected
3. informative
4. explicit
5. direct
6. scaffolded
7. intensive
8. process-sensitive
9. accommodating
10. evaluated
11. generalizable
12. enduring

A detailed description of each of these characteristics follows.

Structured Instruction

Structured instruction involves systematically teaching information that has been chunked into manageable pieces. Many adults with learning disabilities have difficulty processing large amounts of information, such as complex concepts and multistep procedures. Information should be broken into smaller "chunks" and/or steps, and then these chunks should be taught systematically in sequential stages designed to promote mastery at each level.

Small steps are more readily accomplished and will help keep the learner engaged. However, it is critical that you help the learner make connections within the smaller units of information. Carefully define the immediate task, and verbally and visually break it into as many steps as necessary to "chunk" it into manageable tasks.

Once the information is chunked, your teaching structure should consider the diverse learning characteristics of a variety of adults. Teaching approaches that emphasize unstructured exploration, discussion, or group investigation during the early acquisition of new skills or information are not likely to be successful. Adults with learning disabilities may not have the questioning strategies and background knowledge required to independently organize new information in ways that help them understand and remember it.

Once information has been introduced, the learner should have structured opportunities to practice applying the information. Good practice is a balance between repetition and varied applications that allow the learner to explore the different ways in which a skill can be applied. Practice provides the learner with opportunities to develop automaticity in skill performance and to think about a new skill or knowledge and its application. Begin a practice activity by demonstrating and completing the task; then gradually shift responsibility to the learner. Verbally walk through steps required to learn the task as the adult works, and gradually shift the responsibility of talking through the task to the learner.

Connected Instruction

Connected instruction shows the learner how information in and among units and lessons are linked to the learning process and to the learner's goals.

To help the learner see the relevance of learning a particular skill or information, explain how the objectives of a current lesson relate to previous lessons. Provide a transition to the current lesson verbally and visually, showing how a specific unit or lesson fits into the overall plan for accomplishing learning goals. The unit maps created during the planning phase can supply a road map for what has been learned and what will be learned. When this map is constructed and expanded with the learner (it can be posted on the wall or kept in a folder or notebook), it can be used to draw attention to connections in and between the information that has been learned. It can also be used to review and discuss progress.

Informative Instruction

Informative instruction involves making sure that the learner is informed about how the learning process works, what is expected during the instructional situation, and how he or she can improve learning and performance.

The learner may not have developed the self-monitoring and self-evaluation strategies to track his or her learning progress. Therefore, you should keep the learner informed of when, where, how, and under what conditions learning or performance will occur. You should cue critical points for goal setting, monitoring goal attainment, and gaining commitment throughout all stages of instruction.

Communicate to the learner each session's organization and expectations. Begin each instructional session by taking 2 to 3 minutes to construct a visual organizer with the learner. Reiterate current goals and subgoals, and ask questions, giving the learner an opportunity to put the information in his or her own words. You can avoid confusion and ambiguity if the learner knows what is expected and how to accomplish it.

The learner needs to understand if he or she is performing a skill correctly or incorrectly, particularly during the early stages of learning and practice. Feedback can help the learner better understand his or her skill performance; however, many adults with learning disabilities are sensitive to feedback because it often indicates failure. Therefore, stress that feedback does not always mean failure, rather it is like coaching.

Inform the learner about his or her performance as it is happening. Tell the learner what was done well and why, as well as what was done incorrectly, and why and how to improve it. You can prompt the learner to reflect on his or her performance and to give self-feedback for your comment. Good feedback does not have to wait until the learner has completed a task or asked for help and does not simply tell the learner how to perform the skill—good feedback challenges the adult to be reflective about his or her performance.

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Explicit Instruction

Explicit instruction involves providing detailed explanations and models to the learner about how to approach, think about, perform, and evaluate learning and performance.

Adults with learning disabilities need a significantly greater amount of detail than other learners do. Therefore, you need to make each learning step apparent through detailed explanations. Learning of information cannot be left to chance; everything must be explained, and multiple models of correct performance must be provided. The learner needs to receive clear explanations, be shown how to link new information to previous knowledge, and be shown how to think about, use, and manipulate information.

The first step of explicit instruction is to create an advance organizer to foster an awareness of the overall topic, or big picture, of the information that the adult can expect to learn. The second step is to shift the focus to smaller parts, while always relating the smaller parts back to the bigger picture, as reflected through the advance organizer. The learner can benefit from a description of what he or she should do, as well as a model of how performance should "look."

As you model, describe your thinking and your performance. Good learners are conscious of both their thinking about their actions and the impact of their actions on tasks. Before asking the learner to perform a task, therefore, explain and demonstrate correct performance. It is unrealistic to expect the learner to independently "discover" correct performance. However, you can lead the learner through explicit guided discovery using scaffolded questioning.

Explicit instruction also ensures that the learner does not begin practicing a procedure incorrectly and then have to unlearn the procedure.

Finally, explicit instruction concludes with checks and reviews to ensure that the learner has mastered individual pieces of information as well as the bigger picture, and the relationships among these.

Direct Instruction

Direct instruction is characterized by high rates of teacher or tutor leadership and control during the initial stages of information acquisition, followed by careful monitoring of the learner's performance as he or she gradually assumes control of and masters the information.

You should provide direct, face-to-face instruction and guidance to ensure that the learner has acquired the correct information and is thinking about and using the information correctly. This type of step-by-step leadership should guide and show the learner how to effectively learn and perform.

The learner should avoid independent work until he or she thoroughly understands what will be practiced. However, you should carefully arrange practice activities to ensure appropriate levels of guided-to-independent practice and feedback. You should monitor the learner's progress frequently to ensure that the learner is not incorrectly practicing what has been taught. Although you assume the initial responsibility for guiding a learner's performance, you should gradually turn over the control to the learner as he or she progresses.

Scaffolded Instruction

Scaffolded instruction involves the frequent use of connected questions and collaboratively constructed explanations to create a context for learning based on the learner's prior knowledge. The learner's prior knowledge can be used as a foundation to which new information can be linked.

Scaffolded instruction ensures that what the learner already knows is used as a guide to determine the next step for instruction. Scaffolded instruction is direct and interactive teaching that provides guidance through questioning. Following questioning, you should prompt the learner to ask and answer questions about the task to gain information about how she or he is thinking about it. This interactive questioning creates a context that can be used to make instructional decisions about what and how to teach.

Your critical questions provide new information based on the learner's responses. You should ask additional questions to clarify, and then continue to interactively shape learning. To provide scaffolded instruction, however, you should have an expert understanding of the critical information and all its component parts that the adult is expected to learn and to weave into his or her background knowledge. Your questions and responses are carefully shaped by this expert knowledge.

Intensive Instruction

Intensive instruction involves helping learners to maintain a high degree of attention and response during instructional sessions that are scheduled as frequently as possible.

Instruction should occur frequently and demand a high degree of learner attention and response, as well as your evaluation and feedback. Literacy programs should offer instruction as often as possible, and instruction that is offered should fully engage learners' attention. Intensity also involves frequent exposure and opportunities for practice. Excessive drilling is rarely the answer; but frequent practice and application of a skill is essential for learners to master and generalize information. It is rarely enough for a learner who is practicing a basic skill in learning to read to have the opportunity to practice this skill only once or twice a week. Practicing something new once a week is like learning it over again every time.

Intensity during instruction is achieved by a progressive pace, frequent question/answer interactions, and frequent activities that require a physical response (for example, point, write, raise your hand, repeat). Intensity can be achieved through reflective or open-ended activities if the activities are focused on an outcome, engage interest, and maintain the learner's attention.

Process-Sensitive Instruction

Process-sensitive instruction involves reshaping the activities within the instructional sequence to take into consideration various cognitive barriers that might inhibit learning.

Activities and instructional sequences should be sensitive to the information-processing demands of the task and to the range of information-processing characteristics of adults. The broad sequence of teaching procedures should take into consideration a variety of information-processing demands, including acquiring, storing, and retrieving information, and demonstrating competence.

For example, instructional activities that enhance information processing include prompting metacognition, reducing memory load, modeling, prompting verbal elaboration and rehearsal, teaching strategies that show adults how to evaluate tasks, select and use needed skills, and checking accuracy. Additional examples are as follows:

Example 1. If the learner has difficulty acquiring information, he or she is likely to have difficulty distinguishing important from unimportant information or checking for understanding. These difficulties are likely to prevent the learner from fully profiting from observing, listening, or reading. To address this, you can cue important information, incorporate frequent checks for comprehension, questioning, and paraphrasing.

Example 2. If the learner has difficulty storing information, he or she is likely to have difficulty committing information to memory or recording information in notes. To address this, you can help learners build mnemonic devices or develop cue cards for remembering critical information.

Example 3. If the learner has difficulty retrieving information that has been acquired and stored, he or she is likely to have difficulty during instruction linking learned information to required tasks, knowing when to use specific skills and strategies, answering questions, or finding information in notes. To address this, you can

- teach the conditions for using information,
- help the learner identify or create links between tasks and known information,
- frequently review how tasks and known information relate,
- provide organizers that show context and relationships, and
- provide direct practice in applying information to a variety of tasks and situations.

Example 4. If the learner has difficulty demonstrating what has been learned, he or she is likely to have difficulty during instruction constructing sentences, paragraphs, editing, completing assignments, and taking tests. To address this, you can model and shape correct ways to demonstrate competence, provide alternate ways to express what has been learned, or provide task monitors to ensure assignment completion.

Accommodating Instruction

Accommodating instruction involves providing specific and general adaptations that are legally required to reduce or eliminate the impact of a learning disability on successful learning and performance.

Accommodations are legally required adaptations that reduce or eliminate the impact of information-processing difficulties on learning and the consequences of the difficulties on the adult's life. Specific instructional practices that characterize process-sensitive instruction may be judged a legal accommodation (refer to the section "Legal Issues Related to Adults with Learning Disabilities" in *Guidebook 1*).

Legally required accommodations are provided at each stage of learning. They are directly related to the nature of the disability and should be determined from the evaluator's report of the learner's diagnostic test results. In addition to using specific, legally required accommodations for a learner based on results of the learner's diagnostic evaluation, you may find it helpful to routinely include general accommodations that reduce information-processing barriers at each stage of instruction. For example, it is helpful if the learner has an opportunity to process the same information in multiple ways—visually, auditorally, interactively, and physically. For the learner, this means that information is heard, visually displayed, discussed, and acted on through the completion of notes, tables, organizers, or other methods that engage the learner in actively thinking about the information.

Evaluated Instruction

Evaluated instruction involves adapting instruction based on an assessment of the learner's progress and his or her response to previous attempts at instruction.

Evaluation, either formal or informal, should begin the moment a goal is set. Because they are embedded in the instructional process, evaluation activities should provide information about what the adult is learning, how he or she is learning, and which instructional procedures need to be adapted or revisited. Sometimes instructional procedures simply need to be more thoroughly implemented or intensified. At the earlier stage of instruction, evaluation is as simple as regularly checking to be sure that desirable and realistic goals have been set. As instruction progresses to describing and modeling and to prompting practice and skill performance, evaluation should be embedded in all activities to determine if instructional procedures and sequences are working. The learner may not always be aware of difficulties he or she is having or of how to express concerns. Regular evaluation can determine whether the learner understands tasks and performance requirements. This information can then be used to adjust instruction.

Generalizable Instruction

Generalizable instruction involves using activities before, during, and after information has been mastered both to ensure continued application of the information and to increase the learner's success outside of the literacy setting.

Generalization refers to how well learners use information outside the literacy program to increase their success in life. Instruction for generalization is not something that is completed only after information has been mastered. Rather, it is the ongoing organization of activities throughout the entire instructional sequence that forecasts and ensures thinking and practice related to the goal of generalization.

Before beginning instruction, you should link the learner's needs to literacy goals that you have collaboratively established with the learner. As instruction begins, provide examples of how the information that is being learned will be used in the learner's everyday life and propose new situations. The learner will benefit from seeing multiple models of the information used in different situations. Practice should move to real-life applications as soon as possible and should include opportunities that require the learner to adapt the information for use under different circumstances. After the learner has mastered the information, provide specific generalization activities that involve planning how information might be used, using information outside the literacy program under "safe" conditions, planning for long-term use of the information, and ongoing monitoring of how the information is being used and adapted for success.

Enduring Instruction

Enduring instruction means that program providers acknowledge and commit the time necessary to ensure that learners master the information and use it to increase their successes in life.

Instruction for adults with learning disabilities often needs to be provided over a long period of time. In fact, practitioners who are considered effective with adults with learning disabilities have been described as relentless. Because mastery of critical information will require more time for adults with learning disabilities than for other learners, you must plan for an extended instructional journey if mastery is to be attained. Even after an adult has learned a particular strategy or "chunk" of information, you may need to provide cumulative reviews to help him or her adapt and extend its use to new situations.

SECTION 7

Systems and Program Change

A critical part of creating successful literacy programs is altering the way program leaders and practitioners think about change. Because all aspects of society can have an impact on the life of an adult, the mission for change is broad. Several interfacing systems, rather than one system, should be the target for needed change; *i.e.*, the social, educational, economic, judicial, and political support structures that affect individuals with learning disabilities.

To the practitioner, the notion of systemic change can be overwhelming. Therefore, the opportunity to create change must begin with those systems, or those aspects of an individual system, over which practitioners have direct control. Most certainly, practitioners have direct control over their own actions and their interactions with adults who have learning disabilities. From this perspective, personal growth through professional development is an important factor in systemic change. It is essential that practitioners commit to developing actions based on (1) understanding learning disabilities in adults, (2) valuing each learner, (3) creating partnerships with learners, and (4) creating a best-practices approach to assessment and instruction.

Practitioners are also in the position to influence the people with whom they work and to begin to shape the policies and procedures that define their programs. For this kind of program change to occur, dialogue among program staff is critical. Practitioners must use a shared knowledge base and work toward a shared vision. For this reason, professional

development opportunities must be designed to foster interaction among practitioners.

Gradually, practitioners can begin to move out of their own programs and begin the work of shaping other parts of the system that affect adults with learning disabilities. If all practitioners (whether they are working in a national agency or in a local literacy program) begin to work together to create change at the level at which they have control, then systemic change can occur.

The following assumptions about systems change can be used to guide program staff's thinking about improving services to adults with learning disabilities:

- Change is a process, not an event.
- Change is rooted in a shared vision of the need to change, and a clear understanding of the needs and goals of adults with learning disabilities.
- Change, and the goals for change, are defined at multiple levels within a system and are played out in each level; change is both a top–down and a bottom–up process.
- Work at change involves ensuring that people at different levels within the system understand their roles and responsibilities.
- Shared as well as unique actions are expected of those at each level.
- Commitment, leadership, communication, and compromise are required at all levels.
- Equal attention must be given to the processes of planning, implementing, and evaluating actions and outcomes.
- Success is not contingent on a single person, group, or political agenda.
- Research-based practice in learning disabilities, appropriately adapted and translated for use with adults, is used to guide the formulation of policy, procedures, and actions.
- High-quality conversations about improving the life of those with learning disabilities are consistent, persistent, and pervasive.

Creating a Shared Vision and Developing an Action Plan

To develop a literacy program that is appropriate to the needs of adults with learning disabilities, program leaders must engage their staff members and other stakeholders within the larger community of service providers to review the literacy services currently being offered. Together, they may identify components of the program which could be improved to be more responsive to the needs of persons with learning disabilities. As they engage in this process of self-examination and strategic planning, they will be well served by creating a vision centered around the following program features.

Integrate Services with All Literacy Services

Services for adults with learning disabilities should not be thought of as a separate set of policies, procedures, and practices to be used with a few adult learners. Rather, it is more productive to conceptualize services for adults with learning disabilities as an integral part of all services that are provided to all adults who enter literacy programs. Once this perspective has been adopted, then all services can be systematically modified to address the significant number of adults in literacy programs who may have learning disabilities.

Ensure that Services Reflect Best Practices

It is true that many practices suggested in *Bridges to Practice* are built around practices that are good for all learners who may be struggling with literacy. However, it is also true that best practices related to serving adults with learning disabilities are based on the premise that good practices are already in place in adult literacy programs. Therefore, when adults do not learn, even though usually effective practices are in place, then more structured, direct, and intensive instructional practices are needed. These practices should be implemented and blended with appropriate legal accommodations and instructional adaptations, as necessary.

Adult literacy services that are appropriate for adults with learning disabilities are characterized as follows:

- Accommodations are provided to ensure access to services that would otherwise be available if learning disabilities were not present.

- Accommodations are provided based on the determination of learning disabilities by a formal diagnostic evaluation performed by a psychologist or other qualified professional (e.g., clinician or diagnostician who is licensed to administer psychoeducational test batteries).
- Practitioners are involved in advocacy and creating linkages to community resources. These linkages (including helping the adult obtain testing for confirming or ruling out learning disabilities) should promote understanding and change. This process increases the chances of success for adults with learning disabilities.
- Assessment practices allow for intensive probes to identify performance patterns. These patterns can indicate that an adult is processing information (*i.e.*, acquiring, storing, retrieving, expressing, and performing) differently from other adults. In other words, just providing more practice, independent learning activities, and presentation that include little interaction, guidance, or feedback will not significantly enhance performance. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- A carefully thought-out process for screening for learning disabilities is embedded in the overall assessment process. This process should involve a review of multiple information sources that eventually leads to a decision to discuss the possibility of learning disabilities and the potential advantages and disadvantages of seeking formal diagnostic testing by a qualified professional. (For further information on the assessment process, refer to *Guidebook 2: The Assessment Process.*)
- Staff are trained and have the resources to plan, select, and implement a variety of curriculum options, including self-advocacy. (For further information on the planning process, refer to *Guidebook 3: The Planning Process.*)
- Individual and group instruction incorporates research-based principles for teaching individuals with learning disabilities. (For further information on the teaching/learning process, refer to *Guidebook 4: The Teaching/Learning Process.*)

Initiating Change

The following five steps are critical to initiating the change process:

1. Bring all stakeholders together to create a shared vision and develop an action plan.
2. Enlist administrative support.
3. Provide meaningful and ongoing professional development opportunities.
4. Identify resources.
5. Continuously monitor and improve the change process.

These five steps are described in greater detail below.

Step 1: Bring the Stakeholders Together

There are many specialized programs available to persons with disabilities in various public and private community organizations. Unfortunately, the potential impact of these programs is often weakened because they do not connect with other local programs to create a more comprehensive network of services. Adults and literacy programs need to enlist the assistance of a broad base of community organizations for two major reasons:

- The more that groups are enlisted as partners in the change and development process, the more likely systemic change will occur. Literacy providers are in a unique position because they can bring a variety of these stakeholder groups together to create a shared vision and to develop an action plan to bring about change.
- The resources and costs needed to provide appropriate services can be significant. Literacy practitioners are in a position to understand the needs of adults with learning disabilities and to locate community resources that are free or available at a reasonable cost. In addition, literacy practitioners can work with other community organizations to arrange collaborative partnerships that can create access to resources and advocate for changes in policies and procedures that could improve access for adult learners.

By developing community linkages, literacy programs may be able to

- help adults who desire testing to confirm learning disabilities to gain access to formal and professional diagnostic testing administered by a psychologist;
- obtain training opportunities needed for family, community, and employment success that are beyond the mission of the literacy program;
- obtain social and emotional support for adults to discuss issues involving living with learning disabilities; and
- promote advocacy by assisting in securing civil rights protections and appropriate accommodations for learners.

The following state and community services may assist adults with learning disabilities. Contact information for many of these organizations can be found in the Resources for Learning section in this guidebook.

CHILDREN AND ADULTS WITH ATTENTION DEFICIT DISORDERS (CHADD)

This group can provide information, support, and advocacy for persons with learning disabilities who have been diagnosed with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD). They may also be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

DEPARTMENT OF VOCATIONAL REHABILITATION OR DEPARTMENT OF REHABILITATIVE SERVICES

This is a federally supported, state-run agency that provides employment services to adults with disabilities. Policies related to testing and services vary from state to state. Services provided may include covering costs for literacy training, diagnostic testing, job training, or college courses. Diagnostic testing for learning disabilities to determine eligibility for support can be provided as part of entrance into programs.

DISABILITY COUNCILS

Many communities have representatives from a variety of community groups working together to coordinate policies and services and to advocate for people with disabilities.

EMPLOYER-SPONSORED JOB-TRAINING PROGRAMS

Many businesses sponsor literacy or job training. Their personnel departments may have individuals who coordinate or deliver these training activities.

HOSPITALS

Some large hospitals collaborate with community agencies to provide diagnostic testing for learning disabilities. Some literacy groups have cultivated these relationships because hospitals regularly deal with Medicaid regulations and procedures, which allow for payment for diagnostic testing. While most literacy programs do not have the infrastructure to access these funds, large hospitals do.

INDEPENDENT LIVING PROGRAMS

These programs may pay for some literacy services.

INTERNATIONAL DYSLEXIA ASSOCIATION

This group, formerly known as the Orton Dyslexia Society, can provide information, support, and advocacy for persons with learning disabilities. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

LEARNING DISABILITIES ASSOCIATION (LDA)

This group can provide information, support, and advocacy for persons who have or may have learning disabilities. There are LDA chapters in most states. They may be able to connect adults with learning disabilities specialists and, in some cases, to arrange for lower-cost diagnostic testing or other services.

MEDICAID/MEDICAL INSURANCE PROGRAMS

Some medical programs may pay for literacy services and diagnostic testing. Early Periodic Screening Diagnosis and Treatment (EPSDT) services may be available. The Health Care Finance Administration (HCFA) is responsible for Medicaid and has policies for covering the expenses of some diagnostic testing.

POSTSECONDARY EDUCATIONAL INSTITUTIONS

Most universities, colleges, and community colleges have testing and other services for persons with disabilities or suspected disabilities. Faculty may also be willing to collaborate in providing free or reduced-cost testing and other services as part of psychologist and teacher training efforts. For example, groups of programs can arrange to have graduate students perform testing under the supervision of a psychologist.

PRIVATE PSYCHOLOGISTS

The yellow pages include the names of certified psychologists who can provide formal diagnostic testing and may arrange follow-up services.

Some psychologists work with community agencies, and a group of local organizations might be able to contract for testing at a reduced cost.

PRIVATE SCHOOLS

Some private schools offer services and diagnostic testing for adults with learning disabilities, and may be willing to make flexible payment arrangements for adults with limited resources.

PROGRAMS SUPPORTING WELFARE REFORM

Many individuals on welfare may have learning disabilities. A number of agencies addressing welfare are supportive of efforts to identify adults with learning disabilities and find appropriate interventions to help them move to self-sufficiency.

PUBLIC SCHOOLS

Special education services provided through IDEA may be available for young adults under 22 without high school diplomas. These services can include diagnostic testing.

SUPPLEMENTAL SECURITY INCOME (SSI)

This program can provide direct income to persons with disabilities. Diagnostic testing to determine eligibility for support is also provided.

SUPPORTED EMPLOYMENT SERVICES

This program can provide for job training and job coaches.

VOCATIONAL EDUCATION AND TRAINING PROGRAMS

Vocational programs have education and training services that can meet the needs of adults with learning disabilities. These programs may need information about accommodations and how to provide better instruction in mixed-ability classrooms.

Programs that provide testing may have a psychologist test adults with learning difficulties. However, the psychologist may determine after testing that the difficulties are not severe enough to quality for the learning disabilities diagnosis. For others, the severity will be sufficient to qualify for this diagnosis. The psychologist's report will provide documentation that enables the adult to become qualified for the rights to protections as a person with a disability, including the right to accommodations in testing and in the workplace. More information on issues related to obtaining formal diagnostic testing is included in *Guidebook 2: The Assessment Process.*

Step 2: Enlist Administrative Support

Literacy teachers and tutors cannot effect broad-sweeping change by themselves. They may be able to make some changes in the way they work with adults with learning disabilities, but they need the support of program administrators, from the chief executive officer level to the literacy program leaders, to make the change process successful.

Program leaders can bring together the various community stakeholders, encourage the creation of a shared vision, and work toward identifying agencies to which learners can be referred for issues such as diagnosis of learning disabilities, vision and hearing screening, employment support, and health care. Program leaders can also ensure that literacy program staff have the opportunity to meet frequently and engage in meaningful dialogue about the change process and their progress toward their stated goals.

Step 3: Provide Meaningful and Ongoing Professional Development Opportunities

Literacy programs should have a vision about the nature of, practices for addressing, and legal issues associated with learning disabilities. This vision is most effective when shared by program staff and a variety of community organizations, and requires an investment in high-quality professional development opportunities focused on improving services for adults with learning disabilities.

Staff should select program and professional development activities based on a long-term commitment to increase the success of adults with learning disabilities. Most practices require an initial investment of three to five years to introduce a practice to the staff in a literacy program. After a practice is in place, continued success of the practice requires an ongoing investment of resources and staff time to update and review the practice and to ensure that it stays effective.

Step 4: Identify Resources

To effect change, literacy program leaders and staff need to work with other stakeholders to identify resources which will allow for increased contact time with learners, frequent high-quality professional development opportunities, specialized program staff (lead teachers or learning disabilities specialists), and other elements which will improve the quality of services provided to adults with learning disabilities.

Step 5: Continuously Monitor and Improve the Change Process

After developing an action plan, literacy program staff need to continuously monitor their progress toward goals and adjust the plan, as appropriate. To assess the process effectively, program staff should consider the following questions:

- What are the criteria for evaluating the change process? (For example, how will success be measured?)
- Who will provide the evaluation input?
- Who will review the results?
- How will the results be used?
- Who will monitor the desired outcomes?
- How will new ideas and needs be incorporated?
- How will the need for continuous improvement be communicated and encouraged?

Indicators of High-Quality Services

Literacy program staff can evaluate their progress toward developing high-quality programs by ensuring that the programs have the following characteristics on this checklist:

The integrity of curriculum options and materials are maintained during instructional activities.

☐ Written policies, procedures, and practices ensure that instruction is built around well-defined curriculum options and specific curriculum areas.

☐ Written policies, procedures, and practices ensure that materials are appropriately used and or modified for use with learners.

☐ Written policies, procedures, and practices ensure that the content of curriculum options and materials are analyzed and translated into explicit instructional activities.

An instructional environment addresses the needs of adults with learning disabilities while promoting learner independence.

- ☐ Written policies, procedures, and practices ensure that the environment supports learning while supporting independence.
- ☐ Written policies, procedures, and practices ensure that adaptations and accommodations are used effectively during instructional sessions.

Principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities.

- ☐ Written policies, procedures, and practices ensure that principles of LD-appropriate instruction are embedded in teaching activities.
- ☐ Written policies, procedures, and practices ensure that practitioners alter instruction to increase the success of teaching practices.

Models of LD-appropriate instruction are used to guide and evaluate teaching activities.

- ☐ Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of strategic instruction in their instructional activities.
- ☐ Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of direct instruction in their instructional activities.
- ☐ Written policies, procedures, and practices ensure tutoring sessions are collaborative and revolve around models and principles of LD-appropriate instruction.

Instructional sessions are structured around the goals of teaching, reviewing, and planning.

- ☐ Written policies, procedures, and practices ensure that teaching sessions are well planned, implemented, and evaluated.
- ☐ Written policies, procedures, and practices ensure that instructional sessions regularly review progress and provide feedback on specific and overall progress made towards reaching goals.
- ☐ Written policies, procedures, and practices ensure that action plans are reviewed and revised at regular intervals.

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APPENDIX A

Characteristics of the Strategies Instructional Model

During strategic instruction, the instructor's task is to facilitate his or her student's learning in the best way possible. To be effective and efficient in their learning, students of any age or learning background need to know "how" they learn. Those with learning disabilities especially need to be aware of the techniques or "strategies" that help their learning.

Much research regarding strategic instruction has been completed by the University of Kansas Institute for Research in Learning Disabilities (KU-IRLD) and has lead to the development of a comprehensive program of strategies. Pressley (1995) states that the research regarding strategic instruction done at the University of Kansas is scientifically credible and has had a significant impact on instruction for individuals with LD across the nation. Researchers at the KU-IRLD and others across the country have done numerous studies regarding the benefits of strategic teaching for LD and non-LD students of various ages.

The greatest contribution made by researchers in the area of strategic instruction has been the development of specific instructional procedures for teaching strategies intensively and systematically. These instructional procedures have been used repeatedly and successfully in more than 50 studies to teach strategies to individuals with LD to meet everyday demands. In addition, these procedures have been replicated by a variety of researchers and have been applied to instruction in a variety of academic, social, and advocacy skills and strategies.

The use of strategic instruction has been researched in various settings with the following results:

- Fourteen of these studies were conducted in special education/resource room settings. Students were able to successfully apply the strategies they learned, not only to their special education courses, but in regular classroom situations well into the next year.
- Studies have also been conducted in secondary classrooms where students with LD were mainstreamed. In one study, the students with LD mastered the strategies and maintained or exceeded their posttest scores well after the completion of the study.
- Studies on strategic instruction have also been done with elementary-aged students. All students in these studies mastered the strategies quickly, experienced success, and maintained the use of the strategies after the studies had been completed.
- College students in composition classes at Humber's College were taught strategies with positive results. The test scores of students that used the writing strategies increased dramatically from pre- to post-testing. These students' scores were higher than the control group of students that were not exposed to strategic instruction. Furthermore, the retention of the strategically taught students was 10% higher than the control group.

Although strategic instruction is not the only way to structure instruction for adults with LD, it represents the most validated set of instructional procedures currently available to adult literacy programs for structuring instruction with the greatest likelihood of success. In addition, any of the procedures involved in teaching adolescents may need to be modified for adults. However, eventually these procedures and modifications need to be scrutinized through a research lens to better define best practice for serving adults with LD.

Research has shown that learners benefit from strategic instruction that is implemented in a systematic manner in many ways (references are at the end of this guidebook).

Learners who experience a dramatic increase in comprehension

- have an increased sense of control over their own learning;
- gain a more positive educational outlook, leading to improved achievement;

- learn to more easily approach and complete tasks successfully;
- receive more consistent exposure and instruction on "how to learn," thus becoming empowered for self-success ;
- experience an overall increase in academic success in all areas;
- experience increased independence in performing academic tasks;
- are better prepared for task completion within the classroom (as well as in the future when they participate in continued guided practice with strategies);
- experience a significantly reduced number of trials to mastery, along with a reduction in student errors;
- experience increased test scores; and
- identify more goals and communicate them more effectively and openly.

Successful practitioners use systematic and effective teaching practices for all learners. Their decisions about teaching help their students learn what is most important in an efficient and effective way. It is particularly important that such teaching practices be used for adults with diagnosed or suspected learning disabilities.

This section describes different types of lessons that will help you move adults through specific instructional levels to ensure learning of targeted skills and strategies. The levels begin with instructional activities that focus on obtaining learner interest, progress to lessons related to presenting and ensuring acquisition of information, and end with lessons on how to support adults in their application and generalization of skills and strategies.

The levels of instruction described on the following pages provide guidelines on how to structure strategic instruction. The levels of instruction focus on providing structured teaching activities leading to the learner's mastery of skills or information. These levels are appropriate for teaching skills and strategies. The levels of instruction are:

Level 1: Commitment

Level 2: Shape or Describe

Level 3: Model

Level 4: Verbal Practice

Level 5: Supported Practice and Feedback

Level 6: Independent Practice and Feedback

Level 7: Generalization

Each of the seven levels of instruction require the practitioner to

CUE the adult about the level of instruction,

DO the activities and procedures with the adult, and

REVIEW learning at the end of each level.

Specific activities to be carried out at each level of instruction are provided on the following pages. The listed activities automatically incorporate the **CUE-DO-REVIEW** sequence. However, a reminder to **CUE-DO-REVIEW** is provided at the start of each level to emphasize the importance of informing and involving the adult in the instructional process.

Each instructional level may require one or more instructional sessions to complete. For short skills or strategies, plan to move through many of the levels in one session. In general, the practice and generalization levels will require several sessions.

Each instructional level is presented in the form of a checklist to be used for individual instruction but can easily be modified for group instruction.

Instructional Level 1: Commitment

Remember to CUE-DO-REVIEW

___ 1. **Introduce or review where the learner is in achieving established goals.** Review the learner's status in learning the critical questions constructed for program goals, the unit, or the lesson and content maps. Use progress charts that show the learner's progress towards goals.

___ 2. **Define or clarify the current area of learning.** Ask the learner to describe the previous session and what was accomplished.

___ 3. **Discuss with the learner his or her satisfaction with progress.** Ask the learner which areas of instruction and learning could be improved. List the learner's concerns on a separate sheet of paper for reference.

___ 4. **Share plans for learning.** Explain your plans for the session. Specify the critical questions that will be answered in this lesson and provide an overview of the content using a graphic lesson organizer. Address the learner's concerns by jointly modifying the plans.

___ 5. **Discuss levels of instruction.** Explain the levels of instruction that will be used to teach the skills or strategies.

___ 6. **Generate rationales.** Ask the learner to describe how the information to be presented relates to her/her goals. Discuss real-life applications of the information.

___ 7. **Obtain commitment.** Ask the learner whether he or she agrees with the instructional plan. If the learner does not think this is the best plan, discuss alternatives and alter the plan accordingly. You and the learner may want to sign the plan to indicate commitments to it.

Instructional Level 2: Shape or Describe

Remember to CUE-DO-REVIEW

An adult with learning disabilities may not have a clear understanding of how to perform a skill or strategy even after receiving directions. If this is the case, the learner will likely benefit from (a) understanding how he or she is currently performing a skill or strategy; and (b) understanding how he or she might modify or replace his or her current approach to a task.

Shaping

When the learner already possesses certain skills but is not using them efficiently, you may want to build on these skills. Additional steps may need to be incorporated in a strategy the learner is already using. Building on what the learner already knows is called shaping. Using the techniques of shaping, help the learner become more aware of what he or she is doing correctly. Further application of this level of instruction will help the learner shape new skills into fluency or into a more efficient strategy.

Describing

When the learner has weak skills or strategies, you may choose to focus instruction on presenting a new set of skills or strategies. This requires a careful description of the new skill or strategy and the steps that should be used to attack tasks.

___ 1. **Explain the shape/describe the level of instruction.** Tell the learner that this level of instruction focuses on explaining the new skill or strategy.

___ 2. **Review current performance.** Describe to the learner how he or she is currently performing in the targeted area.

___ 3. **Decide to shape or describe.** With the learner, decide whether his or her current performance can be shaped into a stronger skill or more efficient strategy **or** whether an alternative strategy or skill needs to be described.

___ 4. **Shape or describe the skill or strategy.** Thoroughly explain the skill or strategy. Explain both the purpose of the skill or strategy and what proper performance should look and "sound" like (model this aloud, as you think it to yourself).

___5. **Describe the steps for applying the skill or strategy.**

- List the steps involved in applying the skill or strategy.
- Either provide an information sheet listing the strategy steps or ask the learner to take notes as you describe each step.
- Describe what the learner must do to accomplish each step.
- Explain what the learner should think about during each step and how to decide when to go on to the next step.
- Explain each step thoroughly and provide examples.
- Demonstrate how to apply each step.

___6. **Compare to previous approach.** Ask the learner to compare the use of the new approach to performing the task with her or his old approach.

___7. **Check understanding.** Ask the learner to describe the new skill or strategy and how it should be applied. (Additional shaping or descriptions of the skill or strategy should be provided if the learner cannot provide this information.)

___8. **Create a remembering system.** Supply or create a remembering system. If you use a mnemonic device, point out how each letter will help the learner remember the strategy and how the entire word (mnemonic) relates to the activity.

___9. **Prompt demonstration of self-instruction.** Ask the learner to show you how he or she would use the remembering system to recall the skill or strategy for use.

___10. **Set goals for the remaining levels of instruction.** Using a calendar, set goals to predict how long it will take to complete the remaining five levels of instruction.

Instructional Level 3: Model

Remember to CUE-DO-REVIEW

During the model level of instruction, the practitioner demonstrates out loud how to think about, perform, and use the skill or strategy that has been taught in Instructional Level 2: Shape or Describe.

___ 1. **Explain the model level of instruction.** Tell the learner that during the model level of instruction you will

- model the strategy (explain that the learner will be expected to model it after he or she has observed you),
- demonstrate each step of the strategy or how the skill is applied,
- "talk out loud" to show how you are making decisions about using the skill or strategy,
- provide the models at first, but make it clear that the learner will be expected to show you how to perform and "think out loud," and
- expect the learner to ask questions about the model that you provide so that he or she is prepared to model.

__ 2. **Review current performance.** Quickly review the information that has been presented about the skill or strategy. If an extended period of time has elapsed between instructional sessions, the review may need to be more extensive.

___ 3. **Model how to approach the task out loud.** Describe when to use the strategy by talking out loud (for demonstration) just as if you would be thinking to yourself, for example:

"Okay, my boss gave me two pamphlets to read and summarize. I need to find the main ideas and key points..."

Model self-instruction. Ask yourself about the mnemonic device or remembering system in order to recall the strategy steps. Write the strategy steps on a piece of paper to recall the steps.

"Okay, I want to use my summarizing strategy. The word that helps me remember the steps is______. The first step is ____. During the first step I need to ________. Now, let me try step one ___________."

- *Model how to perform the task.* Emphasize both the cognitive and physical aspects of the strategy.

"Okay, I'm skimming for the main ideas. Here it is. I'm going to write it down on my paper. I write it at the top of the page. Now let me look for details to support it."

- *Model self-monitoring.* Self-monitoring involves checking with yourself to see how the strategy is working; it also involves checking your progress toward completion of the task and if you are accurate and complete in your task.

  "Let's see, was that right ________? Oh, I forgot to . Good ________ . Now it makes sense."

- *Model problem solving.* Include problem solving if you find or suspect something is wrong.

  "When you sense something is wrong, ask yourself, "What should I do?" Analyze your work and think through the problem, providing yourself with alternative solutions. "Okay, if I do this, then . Yes, I think I'll try ________."

- *Model self-evaluation and self-reinforcement out loud.* As individual strategy steps are completed, evaluate your own performance.

  "Did I do the task correctly? Does it make sense to me? Did I do the strategy right?"

  Then must provide yourself with encouragement when you're successful.

  "I did a great job! The strategy really helps me summarize!"

___ 4. Involve the learner in the modeling process. After you have modeled a strategy from start to finish, invite the learner to participate in modeling. At first, the learner's "think out loud" statements may need to be prompted. Gradually allow the learner to do more and more without your help. Tactics to involve the learner include:

- *Prompt the learner to think out loud.* Learners' verbalizations are often procedural in the beginning. The learner is not accustomed to talking through steps and will need to be prompted to express his or her thoughts. As the learner works through the task, ask questions like, "What's next?" "What should I do, now?" "What should I be asking myself?" and "What are you thinking?"

- *Monitor the learner's understanding of the strategy.* Check to see if the steps are clear to the learner and encourage responses that allow for critique or feedback.

- *Prompt the learner to do self-monitoring.* Teach the learner to immediately self-correct incorrect responses. Ask questions that lead the learner to correct responses, and explain answers. Let the learner know when he or she has misinterpreted the process, and praise the learner's efforts.
- *Ensure the learner's success.* As the learner performs the task, use prompts, questions, and cues to direct the learner to success.

___ 5. **Summarize modeling.** Tell the learner that he or she is just beginning to learn how to think about using the skill or strategy. Explain that you will provide additional models of how to apply and think about the skill or strategy during future practice sessions.

Instructional Level 4: Verbal Practice

Remember to CUE-DO-REVIEW

During verbal practice, the learner describes the skill or strategy and how to apply it in his or her own words. The learner is also expected to memorize the steps of the skill or strategy before other types of practice begin.

___ 1. **Explain this level of instruction.** Tell the learner that, during the verbal practice level of instruction, he or she will thoroughly describe the skill or strategy and how it should be used, as well as memorize the steps involved.

___ 2. **Prompt the learner to "paint the big picture."** Ask the learner to explain the purpose of the skill or strategy, what it is designed to accomplish, and the general process involved. One way to prompt this is to ask the learner to tell you how he or she would describe the skill or strategy to another adult. Initially, adults should look at notes, handouts, or organizers for help.

___ 3. **Ask the learner to explain each step of the strategy.** Learners need to explain the purpose of each strategy step and its importance in relation to the overall strategy. You may lead the learner through each step and prompt for details. Ask questions like, "Why would you do that?" and "What is involved in that step?"

___ 4. **Prompt the learner to explain the role of self-instruction.** The learner needs to understand and explain what self-instruction is and how it is used to monitor performance on each of the strategy's steps. Ask questions such as, "How do you use the remembering system to recall the skill?" and "Show me how you would self-instruct."

___ 5. **Encourage elaboration and modification.** Ask the learner to comment on the skill or strategy as he or she sees it working. Ask the learner if there are changes or adaptations that need to be made to the skill or strategy. If so, change the steps for applying the skill or strategy and incorporate the changes into the instructional plans.

___ 6. **Provide practice opportunities for additional explanations.** Require the learner to explain the entire strategy to you or to other learners until he or she can thoroughly explain the skill or strategy.

___ 7. **Decide if the learner is ready for guided rehearsal of the strategy.** If the learner can explain the strategy process and steps, and the role of self-instruction, he or she is ready to begin guided memorization of the skill or strategy.

Some learners may have difficulty performing verbal explanations. By providing them with the first part of a sentence, they may have an easier time finishing the rest.

For example, say, "The first step in the strategy is to ______." or "That means I need to think about __________." Then cue the learner to finish the sentence. If the learner cannot describe the skill or strategy with these prompts, provide more rehearsal of the steps.

___ 8. **Explain guided rehearsal.** Once the learner can thoroughly describe the skill or strategy, he or she must memorize each strategy step. Because memorizing is difficult for many learners, guided memorization is important. If the skill or strategy has been selected carefully, the application steps efficiently organized, and the remembering system well constructed, the guided memorization activities should go smoothly. Without committing the strategy to memory, it is likely that applying the skill or strategy will take more time, energy, and practice.

If the strategy has a mnemonic device, the learner must be able to spell the mnemonic, remember each letter, and know what to do.

Model how you expect learners to rehearse the strategy. Say, "The name of the strategy is ______. The first letter of the acronym stands for ___ and tells me to ___. The second letter stands for ___ and tells me to ___."

___ 9. **Guide the rehearsal.** Lead the learner through the rehearsal process. Start with frequent cues and prompts, helping the learner frequently by filling in missing information or telling the learner to look at his or her notes.

- Begin with prompts such as: "What is the first step?" "What is the second step?" and "What is the next step?" Increase the speed of the rehearsal slowly. Work for fluency and autonomy in recalling the steps for applying the skill or strategy.
- Verbal prompts may be provided initially to help the learner, but drop them gradually.

- Prompt the learner to use the remembering system and self-instruction to recall the steps for applying the skill or strategy.

___10. **Prompt private or peer rehearsal.** Once learners understand the rehearsal process, you may wish to arrange for them to work independently or with peers. Help the learner memorize by orally providing all but the last step of the strategy, which the learner may then provide. Then repeat, providing all but the last two steps and allowing the learner to provide those steps, and so on. In addition, prompting the strategy and the strategy steps may help. The goal is to work towards mastery in recalling how to apply the skill or strategy

___11. **Determine recall mastery.** Ask the learner to say each step of the strategy correctly and without hesitation. Ask the learner to name specific steps in the strategy at a steady pace. Each learner must be able to easily describe 100% of the steps of the strategy when asked.

Instructional Level 5: Supported Practice and Feedback

Remember to CUE-DO-REVIEW

Practice provides the learner with opportunities to develop automaticity in skill performance and ways to think about a new skill or knowledge and its application. Good practice consists of a balance between repetitious activities and varied applications that allow the learner to explore the different ways a skill can be applied. Good practice is intensive and extensive and is combined with informative feedback.

___ 1. **Discuss the supported practice and feedback level of instruction.** Explain that supported practice means that you will provide assistance in practicing and applying the skill or strategy. Point out that you will provide feedback about the learner's performance as well.

___ 2. **Prompt the learner to preview the practice session.** Ask the learner to describe the skill or strategy that is to be applied, review progress toward learning the skill or strategy, review feedback from previous practice sessions, and set goals for improving performance during this practice session.

___ 3. **Introduce the practice activity.** Describe the practice task. Initially, choose materials with which the skill or strategy is easily integrated. Explain why you have selected this type of practice activity. You may want to discuss the following aspects of this activity:

- Materials gradually will increase in difficulty.
- Frequent exposure to a new skill, strategy, or set of knowledge is critical to mastery.
- Practice of a skill or strategy needs to occur more than once a week; daily practice is best.
- Practice activities should be varied to prevent boredom and provide multiple ways for the adult to appreciate the skill or strategy.
- Practice opportunities rarely result in a mastery of a new skill after just one or two exposures.
- Practice in a skill workbook gives the learner the tools but not an apprenticeship at applying them; practice needs to be applied to real-life activities.

___ 4. **Ask the learner about support.** Ask the learner if he or she wants you to begin the practice activity so that he or she can see how to start. If the learner requests initial support, begin the practice activity and model "thinking out loud" and demonstrating how to do the task. Gradually fade the model and enlist the full participation of the learner.

___ 5. **Provide intermittent support.** Observe as the learner completes the task. Provide support as needed in the following ways:

- Provide verbal prompts if the learner forgets a step.
- If the learner begins to make an error, remind him or her to think about what he or she knows about applying the skill or strategy.
- Ask the learner to use self-instruction.
- Stop the learner at certain points and review work.
- Prompt the learner to check notes about the skill or strategy.
- Stop the learner if he or she is having difficulty, and model by thinking out loud.

___ 6. **Identify and teach new information.** As the learner practices, additional or alternative skills or strategies may be needed. Discuss this with the learner and decide whether to proceed without changes or to address the problem right away. If a change occurs, return to instructional level 1 and discuss the addition; then proceed through the levels of instruction again.

___ 7. **Provide informative feedback.** At various points during the practice session, provide feedback. At first, you should provide information. However, as the learner continues to progress, you should prompt him or her to evaluate work by eliciting comments. The feedback process should include the following steps:

- reviewing the learner's work
- pinpointing or eliciting 3 successes
- making or eliciting a summary of successes
- specifying one type of error
- reviewing the rule/concept
- modeling or prompting application

- eliciting paraphrases from the learner about what he or she will change
- prompting the learner to make a note to remember change
- reinforcing of the learner's efforts
- confirming that the learner can succeed

___ 8. **Review session and set goals.** At the end of each practice session, review progress and set goals. Decide if another session at this level of practice is required or whether the learner is ready for the next instructional level. If practice needs to continue, make a list of the goals that need to be reviewed at the beginning of the next practice session.

Instructional Level 6: Independent Practice and Feedback

Remember to CUE-DO-REVIEW

___1. **Discuss the independent practice level of instruction.** Explain that independent practice means that the learner will work independently or with other learners to practice the new skill or strategy. Point out that after the learner has had an opportunity to work without instructor assistance, feedback about performance will be provided.

___2. **Prompt the learner to preview the practice session.** Ask the learner to describe the skill or strategy that is to be applied, review progress toward learning the skill or strategy, review feedback from previous practice sessions, and set goals for improving performance during this practice session.

___3. **Introduce the practice activity.** Describe the practice task. Explain why you have selected this type of practice activity. Emphasize that even though this is an independent practice, the learner may still ask for assistance if he or she gets "stuck."

___4. **Monitor independent practice.** Even during independent practice, check to make sure that the learner is on the right track. The learner should be practicing correct rather than incorrect application of the skill or strategy. If the learner appears to be having significant difficulties, move back to providing instructional level 5.

___5. **Consider cooperative practice.** Ask the learner if he or she would like to practice on the skill or strategy with others. If so, arrange for cooperative practice. Cooperative practice can be counterproductive if it is not structured appropriately. Simply putting learners into a group to work may not help them reach goals. Instead, make individual group members responsible for specific parts of the group's task or make learners individually accountable.

The most widely used cooperative learning methods emphasize the following components:

- *Face-to-face interaction.* Learners work together in groups of four or five.
- *Positive dependence on group members.* Learners work together to achieve a group goal.

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- *Individual accountability.* Learners show how they have individually learned new information and contributed to attaining the group goal.
- *Interpersonal and small-group social skills.* Learners are taught the social skills related to how to work together in small groups.

__ 6. **Provide informative feedback.** After the practice session has been completed, review the learner's work and provide feedback. At first, you should provide information. However, as the learner continues to progress, you should prompt him or her to evaluate work by eliciting comments from the learner. The feedback process should include the following steps:

- reviewing the learner's work
- pinpointing or eliciting 3 successes
- making or eliciting a summary of successes
- specifying one type of error
- reviewing the rule/concept
- modeling or prompting application
- eliciting paraphrases from the learner about what he or she will change
- prompting the learner to make a note to remember change
- reinforcing of the learner's efforts
- confirming that the learner can succeed

___ 7. **Review session and set goals.** At the end of the independent practice session, review progress and set goals. Decide if another session in this level of practice is required or whether the learner is ready for the next instructional level. If practice is to continue, make a list of the goals that need to be reviewed at the beginning of the next practice session.

Instructional Level 7: Generalization

Remember to CUE-DO-REVIEW

Using strategies or skills independently in new situations is not always easy. Learners need to be taught to transfer what they have learned in the literacy program to daily situations. Implementing strategies in other situations is called "generalization." If generalization does not occur, teaching a skill or strategy has not yet been successful.

___ 1. **Discuss the generalization level of instruction.** Explain the purpose of generalization activities, which is to use the skill naturally and fluently to solve problems and complete tasks in the real world.

___ 2. **Set generalization goals.** Set goals related to the time frame in which you and the learner expect generalization to occur and how you will know if generalization has occurred.

For example, "I will know that our work in accepting criticism has really paid off when I can use it to keep my cool for at least two months when coworkers and my friends tell me things that I have done wrong."

___ 3. **List places for generalization.** Ask the learner where the skill or strategy could be used in his or her life. List these situations and prioritize them in terms of importance.

___ 4. **Discuss barriers and solutions.** Discuss anticipated problems when using the skill or strategy and how to solve problems if and when they occur.

___ 5. **Plan for remembering.** For each setting, discuss how the learner will remember to use the new skill or strategy. Develop a plan and write it on a small card.

___ 6. **Plan implementation assignments.** Together with learners, provide assignments where learners must use the strategy on tasks at home and/or at work and report back to you at the next session.

___ 7. **Determine how to monitor implementation.** Create a chart to record progress on implementation of assignments.

___ 8. **Develop a time line.** Discuss goals and determine how often the learner will have the opportunity to use the skill or strategy at home or at work. This information will help you and the learner develop a time line for completion of the implementation assignments.

___ 9. **State expectations for success.** Tell the learner that you know that she or he will be successful.

When learners return to the literacy center after completion of their implementation assignments:

___10. **Discuss and chart their progress.** Discuss how the skill or strategy was used and how it worked. Ask the learner to explain how the strategy provided support in completing the task successfully. If possible, chart successful attempts to use the strategy or skill.

___11. **Prompt problem solving and adaptation.** Ask the learner to explain if he or she needs to adapt or change the strategy. Discuss problems in applying the strategy, and brainstorm solutions and possible adaptations.

___12. **Ask learners to share experiences with peers.** In adult education settings, learners can gain knowledge and insights from each other's experiences. Ask learners to share successes, problems, and how they overcame problems successfully.

APPENDIX B

The Role of Phonological Awareness in Learning to Read

Research has documented that phonological awareness is one of the most important factors in learning to read (Lyon and Alexander, 1996). But what is phonological awareness? Phonological awareness is most commonly defined as one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language (the sound system of a language).

Deficits in phonological awareness are characterized by weaknesses in the ability to "hear" the individual sounds in words. An adult with weak phonological awareness might not be able to identify the final sound in a word like "clap," or to generate other words that start with the same first sound. In short, phonological awareness involves the ability to notice, think about, or manipulate, the individual sounds within words (Torgesen et al., in press).

The smallest unit of meaningful, or functional, sound in a language is called a phoneme. For example, the word *bat* has three phonemes, /b/, /a/, /t/. By changing the first phoneme, we can produce the word *hat*, /h/, /a/, /t/. Changing the second phoneme creates the word *but*, and changing the last phoneme creates the word *ban*. In essence, phonemes are the building blocks of all spoken and written language; words in a language are composed of strings of phonemes. We can create all the words in the English language through various combinations of just 44 phonemes.

Phonemic awareness is important because it supports learning how the words in our language are represented in print, and thus proves a more potent predictor of success in learning to reading than intelligence, listening comprehension, or reading readiness tests. Conversely, lack of phonemic awareness proves the most powerful determinant of failure in learning to read. Individuals with a reading disability have difficulties with this most basic step in the road to reading: breaking the written word into its component phonological units. In other words, these individuals do not easily learn how to relate the sounds of language to the alphabet letters which represent them (Lyon, 1995).

If a person can perform these tasks orally, he or she is ready for instruction in learning how to use letter-sounds to identify words. Actually, instruction in letter-sound correspondences (*i.e.*, the sounds that letters represent in words) should be provided simultaneously with instruction in phonemic awareness. As soon as your student knows the sounds of some consonants and vowels, you can begin to use letters in many of your phonemic awareness activities. For example, you might ask the student to show you the letter for the first sound in "cat." Or, you might ask him or her to blend the sounds represented by the letters m-a-n. Or, you could say, "If that says 'man', what letter could you use to make it say 'tan'?" The idea of these activities with letters is to show the student how the skill learned in the phonemic awareness activities can be used in reading and spelling. Once students can do these activities with letters, they have taken one of the most important first steps in learning to read.

Phonemic awareness develops naturally in some people. However, for many people, phonemic awareness must be directly taught (Moats, 1997). Any approach to teaching reading must incorporate what we now know about the key role of phonemic awareness; indeed, throughout the early stages of literacy acquisition, teachers and tutors must begin each lesson with the direct teaching of phonemic awareness. Because a lack of phonemic awareness appears to be a major obstacle to learning to read, individuals with a reading disability must be provided highly structured programs that directly teach application of phonologic rules to print (Foorman et al., in press). The most powerful interventions that have been identified for reading disabilities to date consist of a combination of explicit instruction in phonemic awareness, explicit instruction in sound-symbol relationships (phonics), and direct and integrated instruction in text reading and comprehension.

The Stages of Teaching Phonemic Awareness

There are several stages of teaching phonemic awareness. Many of the curricular materials based on the Orton-Gillingham approach to teaching reading employ these stages:

1. Recognizing and Supplying Rhymes

Does *cut* rhyme with gut?

Does *dog* rhyme with *mad*?

Say a word that rhymes with *strong*. (long, gong, song, wrong)

2. Phoneme Identity

What word begins with the same first sound as *cat*? *Dog* or *kite*?

As *flat*? *Fig* or *bat*? What word ends with the same sound as *man*? *Tin* or *mat*?

3. Phoneme Isolation

What's the first sound in *fan*? /f/

the last sound in *which*? /ch/

the middle sound in *his*? /i/

4. Phoneme Segmentation and Counting

Say the speech sounds (phonemes) you hear in *fan*. /f/ /a/ /n/

How many speech sounds (phonemes) are there in *fan*? (3)

5. Phoneme Blending

Blend these sounds together to make a word: /sh/ /u/ /t/ (shut)

6. Phoneme Deletion

Say: *fan* without the /f/ (an)

slit without the /l/ (sit)

string without the /st/ (ring)

pitch without the /p/ (itch)

7. Phoneme Substitution

Say fan. Now change the first sound in fan to /m/. (man)

Other initial phoneme substitution tasks can begin with

mop /t/;	cake /m/;	pet /g/;	deal /s/;	hope /r/
(top)	(make)	(get)	(seal)	(rope)

Advancement: initial phoneme(s) to final phoneme(s) to medial phoneme(s)

Say fan. Now change the last sound to /t/. (fat)

Say fan. Now change the middle sound to /i/ (fin)

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B. Keith Lenz
David Scanlon
Daryl Mellard
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Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions:

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

GUIDEBOOK 1
Preparing to Serve Adults with Learning Disabilities

GUIDEBOOK 2
The Assessment Process

GUIDEBOOK 3
The Planning Process

GUIDEBOOK 4
The Teaching/Learning Process

GUIDEBOOK 5
Creating Professional Development Opportunities

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BRIDGES to PRACTICE

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

A Project of the National Institute for Literacy

GUIDEBOOK 5

Creating Professional Development Opportunities

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The University of Kansas Institute for Research in Learning Disabilities

Bridges to Practice consists of five guidebooks designed for use by literacy programs to enhance the quality of services provided to adults with learning disabilities. Each guidebook is designed to answer specific questions that literacy program staff might have, such as legal issues, screening for learning disabilities, selection of curriculum options, and the use of effective instructional methods.

Bridges to Practice

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Adults with Learning Disabilities

Guidebook 1

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Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

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Guidebook 5

Creating Professional Development Opportunities

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GUIDEBOOK 5
Creating Professional Development Opportunities

The National Adult Literacy and
Learning Disabilities Center
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Guidebook 5

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Introduction to *Guidebook 5: Creating Professional Development Opportunities*

Background

Bridges to Practice consists of five guidebooks designed to influence the decision-making process of literacy providers toward improving educational services and instruction for adults with learning disabilities. *Guidebook 5* contains the professional development sections for the preceding four guidebooks. This National Institute for Literacy (NIFL)-funded effort grew out of the recognition of

- the link between low-level literacy in adults and the apparent prevalence of learning disabilities;
- the high student attrition rate nationwide in adult literacy programs;
- the paucity of research studies on adult literacy students with LD; and
- the need to improve the outcomes of adult literacy programs.

These characteristics are coupled with the firm beliefs (1) that adults with learning disabilities have unique needs that must be met if they are to succeed as learners, and (2) that literacy programs should and can meet the needs of adults with learning disabilities.

For greater detail, see the following sections in *Guidebook 1*: "Preface" and "Introduction to *Bridges to Practice*."

Intended Audience for *Guidebook 5*

Guidebook 5 has been designed for:

- persons who coordinate or conduct professional development programs, including the training of those who will become professional developers for instructors, volunteers, administrators, other staff, and individuals from related community agencies.
- individuals or teams who are responsible for bringing about systemic reform in state, regional, or local literacy programs that serve adults with learning disabilities.

Although *Guidebook 5* is not designed as a professional development guide for front-line instructors or volunteers, many of the activities included may be appropriate professional development activities for those audiences as well. For example, professional development activities for instructor/volunteer audiences would probably have greater emphasis on the guidebooks related to instruction than on those related to systemic reform or program planning.

Using *Guidebook 5*

The focus of activities in *Guidebook 5* is aimed primarily at bringing about needed systemic reform in literacy programs serving adults with learning disabilities. Activities reflect the major concepts developed in each of the preceding four guidebooks. The time structure is based on four days of intensive training used during the professional development series in four regions of the United States. Each of those regional institutes also includes a two-day follow-up session. Activities for that session follow Session 4 in this guidebook. It is not the intent of Guidebook 5 to dictate professional development apart from the needs of individual states or local programs.

Anyone using *Guidebook 5* is encouraged to select activities, design new activities, and change time frames to fit the needs and times available in individual states or local professional development programs. Included from time to time in "Facilitator's Notes" are alternative activities that may be more appealing to a particular facilitator or may fit better with local objectives or times available.

Finally, even when *Guidebook 5* is used as developed, for system reform, it is assumed that activities and times will be adjusted based on the results of the needs assessment included with this series or another one of choice.

Key Assumptions About Adult Learning

All professional development manuals have been designed to guide facilitators in modeling adult learning principles as well the research-based practices for instructing adults with learning disabilities. Based on the literature about adult learners and the experience of skilled adult educators, a number of generally held assumptions exist about how adults learn best regardless of whether they have learning disabilities. From these assumptions, implications can be drawn for the design, implementation, and evaluation of learning activities with adults. It is this "model of assumptions" which distinguishes adult education from other areas of education and which forms the basis of Andragogy, the "art and science of helping adults learn," popularized in the United States by Malcolm Knowles and other adult education professionals.

A prime consideration of this model is that adult learners be included in the planning process, in identifying needs, and in determining instructional content and strategies. It is important, however, for literacy providers to understand that adults with LD typically require more explicit and intensive instruction than other learners and that they require greater teacher direction than other learners. The following assumptions from the adult education literature relate to adult learners in general. The *Bridges to Practice* guidebooks provide more detailed information about effective educational services, specific to the needs of adults with LD.

Assumptions About How Adults Learn	**Implications for Practice**
As learners mature, they go through the following stages:	*Therefore, the instructor needs to do the following:*
1. They move from dependency towards increasing self-directedness, but at different rates for different people. Adults have a genuine need to be self-autonomous and generally self-directing.	▸ encourage and nurture movement towards self-directedness by involving learners in the process of planning their own learning, with the instructor in the role of guide/resource person ▸ assist learners in identifying their own learning needs ▸ get learners' input on topics to be covered and let them work on projects that reflect their interests ▸ indicate the competencies required to achieve a given standard of performance, and provide experiences in which learners can assess progress toward their goals and, if necessary, redefine their learning needs. ▸ guide the learners in acquiring knowledge, rather than just supply facts or information

Assumptions About How Adults Learn	**Implications for Practice**
2. They accumulate a growing reservoir of experience, which is a rich resource for learning. People attach more meaning to learning they gain from experience than to that which they acquire passively.	▶ recognize the value of the learners' experiences in the learning process so that learners can relate new information to their own knowledge and experience base ▶ facilitate learning by employing teaching methods that primarily are experiential, e.g., role-playing, group work, discussions, problem-solving exercises, case studies, simulations, field experiences with the instructor as a "facilitator of learning"
3. Their readiness to learn is closely related to the developmental tasks of their social roles; in other words, people become ready to learn something when they must cope with some real-life task or problem. To be of value to the learner, learning must relate to their work setting or other life responsibilities.	▶ organize learning programs around the mastery and application of life skills ▶ sequence learning activities according to the learners' readiness to learn ▶ relate new theories and concepts to materials, situations, or settings familiar to the learners ▶ remind learners of what they already know and how this new information fits in ▶ show learners how the information to be presented will be useful to them on the job, in the home, and in the community
4. There is a change in the time perspective, from future application of knowledge to immediacy of application. Adult learners want to be able to apply what they learn today to living more effectively tomorrow. Thus, adult learners are more problem-centered than subject-centered.	▶ organize learning experiences around the mastery of competencies ▶ be aware of learners' characteristics and skill levels, as well as prerequisite skills essential to success in mastering course content
5. They are motivated to learn by internal factors rather than external ones. It may be that circumstances prompting learning are external (e.g., job loss, divorce, bereavement), but the decision to learn is the learner's.	▶ conduct an intake interview with each learner to identify her/his reasons for enrolling in the class or program ▶ conduct a needs assessment to determine specific competencies the learner wants to master ▶ identify goals and objectives up front in order to establish expectations and to show learners that this course will help them reach their goals

The starting point for instruction should be the problems or concerns that learners identify as they enter the educational setting, with subsequent activities centered around the problems or tasks that arise from these initial needs which have been identified. Organization is essential to effective instruction. Specifically, instruction should be organized to: (1) follow a logical sequence of topics, objectives, tasks, and activities; (2) provide stated relationships and connections among topics; (3) distinguish among major and minor topics; and (4) provide frequent, cumulative review. Research indicates that learners' performance improves when they have some way of "orienting" themselves through the use of such devices as objectives and advance organizers. Learning is more effective when students know what they are trying to learn so they do not waste time trying to learn irrelevant material.

To be effective, the instructor of adults must be a "facilitator of learning." This means that the instructor strives to do the following:

1. Create a physical and psychological climate in the classroom that is conducive to learning. For example, the instructor will
    - arrange and decorate the learning environment to ensure that there is adequate light and good acoustics;
    - provide arrangements suitable for both group and individual instruction;
    - create a climate that promotes mutual respect among all participants;
    - treat all learners as the instructor's equal in experience and knowledge;
    - emphasize collaborative modes of learning;
    - establish an atmosphere of mutual trust;
    - be supportive; and
    - emphasize the positive aspects of learning.
2. Include learners in the planning and design of instruction. For example, the instructor will
    - develop learning objectives with the learner;
    - ask the learner to select preferred materials from among those proposed by the instructor;
    - collaborate with the learner to develop strategies for utilizing resources; and

- involve the learner in evaluating progress and deciding on follow-up activities.

3. Provide useful feedback. For example, the instructor will

- provide feedback frequently;
- provide feedback immediately after practice;
- explain why correction is needed; and
- show learners how to make corrections.

One distinguishing feature of adult learning is that participation is voluntary. Adult learners "vote with their feet," *i.e.*, they may walk out of classes that they perceive do not meet their needs. The successful instructor of adult learners is a true facilitator of learning and involves learners in planning the design, delivery, and evaluation of the instructional program.

Flexibility is a key characteristic of effective instruction of adults; the facilitator can adapt readily to the unexpected or unknown. For example, the instructor willingly repeats or rephrases an explanation or redesigns a unit of instruction to meet learners' needs. Learners, in turn, tend to respect and work better with the instructor who is willing to adjust the instructional plan than with one who forges ahead simply because the class session has been planned that way.

Although the above assumptions and principles are important to the design and delivery of effective instruction for adult learners, the adult educator must remember that research and practical guidelines indicate that there is no one best approach to good teaching. The adult educator must be mindful of differences among individuals and recognize that the ways in which adults best learn or prefer to learn are greater than any generalizable principles that have yet been developed. Robert J. Havighurst tidily summed up this issue when he described the "teachable moment."[1] This definition holds that adults learn best when they learn:

- what they want;
- when they want it; and
- under conditions of their choice.

This concept of the "teachable moment" lends support to the notion that adult learners generally appreciate the opportunity to work with the instructor in mutually identifying learning needs, planning for and designing an appropriate program of instruction, and evaluating progress towards the mastery of learning objectives. For specific strategies in planning for and teaching adults with learning disabilities, see *Guidebooks 3 and 4.*

Research-based Components of Professional Development

Each professional development manual employs research-based components of effective professional development: theory, demonstration, practice, structured feedback, and application with follow-up. Key research findings on these components are as follows:

- The *theory* that underlies any new practice is a necessary but insufficient component of professional development.
- *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.
- Instructors need to *practice* new approaches in a safe environment and receive structured feedback on their attempts.
- New approaches need to be *applied* over time in a real situation—preferably one where continuing feedback and analysis are possible (*e.g.*, peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

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[1] Havighurst, R. J. (1972). *Developmental Tasks and Education*, 3rd ed. New York: McKay. Originally published 1952.)

Session 1, Guidebook 5
Professional Development Activities for *Guidebook 1: Preparing to Serve Adults with Learning Disabilities*

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Transparency Masters

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T-C: Graphic Organizer
T-D: Important Practices for Teaching Adults
T-E: Overview of Professional Development Series
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T-G: Major Components of a Learning Disabilities Definition
T-H: The Presence of a Learning Disability
T-I: J. Torgesen Quote
T-J: Questions for Legal Jeopardy
$\text{T-K}_{1\text{-}5}$: Systemic Change for Program Improvement
T-L: Model of Adult Literacy Program Services
T-M: Systemic Change Worksheet 1
T-N: Video Focus Worksheet

Overview: Professional Development Session 1

Objectives: By the end of this professional development sequence, participants will be able to:

1. Define "learning disabilities."
2. Identify characteristics and consequences for adults with LD.
3. Identify the scope of intake and interventions for adults with LD.
4. Discuss legal issues related to adults with LD.
5. Identify the components of systemic reform for literacy programs serving adults with LD.

Time: Total time required for *Guidebook 1* professional development sequence is approximately 3 1/2 hours.

Materials Checklist:

Hardware:	VHS player and monitor Overhead projector
Software:	Video: Bridges to Systemic Reform Session handouts Session transparencies Blank transparencies and transparency pens Flip charts, pens, masking tape, and name tags

Preparation Checklist:

Duplicate handouts
Check equipment to be sure it is working properly and that the video is cued up to the beginning.
Set-up the room(s) where training activities are to take place.**

*Regarding suggested times: All suggested times are the result of field-testing. Agencies should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to be familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not available or some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

**Regarding room set-up: Training activities include both large and small groups. Therefore, the room should be arranged so participants can move about easily. Try to make certain that all participants can see flip charts, overheads, or videos.

Outline for Session 1

Materials	Activities	Estimated Time
H-1; H-2; H-3, H-4; T-A; T-B; T-C, T-D 5 x 8 cards	I. Introduction, Objectives, Agenda	30 min.
H-5 T-E	II. Overview of Professional Development Series and Needs Assessment Results	15 min.
H-6 T-F	III. Meet Alex and Delia (Case Studies)	30 min.
	BREAK	15 min.
H-7a; H-7b T-G; T-H; T-I	IV. Learning Disabilities Definition and Characteristics	30 min.
H-8, H-9 T-J	V. Legal Issues Related to Literacy Education	15 min.
H-10, H-11 T-K a, b, c, d, e	VI. Planning for Systemic Change: Site Team Reflection	60 min.
T-L, T-M	Appendix B	
H-12 T-N Video	VII. Video	15 min.

| Total time for Session 1: | | 3 hours 15 min. |

Preparation for Session 1

☐ Order sufficient copies of *Bridges* and screening materials for workshop participants.

☐ Send out flyers announcing the professional development series.

☐ Send out any needs assessments, questionnaires or other advance materials. (Appendix A contains a suggested needs assessment based on the major concepts of these guidebooks and information on participant backgrounds related to LD.) Duplicate all handouts (H-1 through H-8) for Session 1 and arrange them into packets. (By providing one packet of materials to each participant, constant handling of materials during the session can be avoided. Some exceptions exist if the handout should not be seen before its use.)

☐ Make transparencies from the transparency masters provided for Session 1 (T-A through T-H).

☐ Analyze results of any needs assessments or questionnaires previously sent out. It may be appropriate to make transparencies or handouts summarizing participant data.

☐ Order all equipment (*e.g.*, VHS player and monitor; overhead projector) and make sure they are operating correctly. Also check any room screens for size and clarity of print from a distance.

☐ Have available such materials as: flip chart, pens, masking tape, blank transparencies, name tags, and 5 x 8 cards.

☐ Arrange for a place to hold Session 1 and make sure the location has sufficient space and movable chairs for break-out activities. Consider which room arrangement style will best facilitate communication and activities.

☐ Arrange for any refreshments that will be made available.

☐ Review the Professional Development Manual for *Guidebook 1*, including all handout and transparency masters. Give special attention to the Facilitators' Notes.

Facilitators' Notes for Session 1

Preparing to Serve Adults with Learning Disabilities

Note: Please refer to "Using Guidebook 5" before following the sequence outlined below.

I. Overview of Session 1 ***30 min.***

Materials **Activities**

A. Warm-up

If the group is large (25 or more) and your time is limited, you may need to use a quick activity that will at least acknowledge participant diversity and presence. As a warm-up exercise, ask the group to raise hands in response to such questions as: "How many of you have professional development as your primary responsibility?" "How many have administration as your primary responsibility?" (and so on) Summarize results. (*e.g.*, "It appears that most of you are primarily administrators who also have responsibilities for professional development. Is that correct?")

5 x 8 cards

If time permits, another "warm-up" activity is to give participants a 5 x 8 card, ask them to fold it lengthwise (making a tent) then on one-half to write their names and titles, but to write them upside-down with the hand they do not usually use. (This activity not only signals the nature of this session but affords some humor as well.)

Another "opener" that can be used in lieu of the above is to explain that working with adults with learning disabilities requires special attitudes, information, and skills. (A transparency with 3 columns listing each of these topics can be shown and later used to record responses.) Ask each participant, if the

Materials	Activities
	group is small, to introduce themselves (name and agency) and to cite one attitude and one piece of information or skill they already possess that would be helpful in working with adults with LD. If the audience is large, this activity can be done in pairs, triads, or small groups, and the results briefly reported. This activity, however, may require considerable time if the group is large.
	B. Overview, Objectives, Agenda
H-1; T-A	Have participants look at the objectives for this session. Summarize anticipated results for the end of this session. Make sure participants have realistic expectations by also stating what will not happen as a result of this workshop. Example: participants will discuss the characteristics of adults with LD but will not be able to diagnose whether or not an adult has a learning disability.
H-2; T-B	Call attention to the agenda for this session and quickly summarize the day's projected activities and their relationships to workshop objectives. It may be that you will not be using all four guidebooks in your professional development series. In any case, you should provide participants with an overview of what you do plan to include in your series.
	C. Graphic Organizer
H-3; T-C	Have participants turn to the graphic organizer on H-3 and show T-C. Explain that this figure represents a "graphic organizer," which is a different way for outlining information. Sometimes it is called a "graphic map." Adults with learning disabilities often have difficulty in processing information. A graphic organizer is another way of processing information that may help adults with learning disabilities. Explain that they will encounter this device in *Guidebook 4*. That is why it is also used to introduce each professional development session in *Guidebook 5*. Participants should be very familiar with this structure before they encounter it in *Guidebook 4*.

Materials	**Activities**
	Walk the participants through the process of completing the "Preparing to Serve Adults with Learning Disabilities" chart on T-C. Participants may want to complete their charts on H-3 or on a separate handout if they will later be duplicating H-3 for a training group of their own.
H-4; T-D	Ask participants to turn to a person beside them and together list on H-4 three important practices when being an effective "facilitator" of learning. Tell them they will have 5 minutes for this activity. Get responses from various pairs and write on transparency T-D. Next have participants refer to the front of *Guidebook 5* (the section on Key Assumptions About Adult Learning). Explain that this section is the philosophical base behind all professional development activities used in this series. Suggest that they skim this section on their own time and, if they are new to adult education, read it very carefully.

Following either of these procedures, facilitators should introduce themselves with just enough background information to convince participants of the facilitators' qualifications to conduct this session.

Make special note of the role of "facilitator," because this will later be their role. Also point out the other topics in the front of *Guidebook 5* and how it is designed to make the facilitation of professional development activities more professional.

[Note: If your participants do not have Guidebook 5, or you prefer not to let them use the guidebook at this point, you will need to prepare the above section as a handout. If, however, they are to become future facilitators, it would be very helpful for them to follow along in *Guidebook 5.*]

Remind participants that adult learning and professional development theories suggest that:

- One-shot professional development does not go beyond the awareness/information level; usable skills are seldom developed in this fashion.
- The chance for practice of the new skill (which is provided by a multiple-session structure with interim task assignments) with structured feedback considerably enhances the chance that participants will learn and apply new instructional skills.

- Attendance at all sessions of the series is strongly encouraged as each session builds cumulatively on the others.

II. Overview of Professional Development Series and Needs Assessment Results *15 min.*

Materials

H-5; T-E

Activities

Show participants H-5 and T-E, which list the five guidebooks of *Bridges to Practice.* Explain that there are professional development sections in *Guidebook 5* that are designed for each of the preceding books. The professional development activities will reflect highlights from each of the books and provide hands-on opportunities to learn the content and apply that content in an instructional or program development context.

Emphasize that the unique aspect of this professional development sequence is that it reflects practices based on research rather than theory or "hunch," and call their attention to that topic in *Guidebook 1.*

Tell them there is no required sequence for presenting the professional development series. However, *Guidebook 1: Preparing to Serve Adults with Learning Disabilities* is a logical first step.

Summarize group profile of participants from the needs assessment results: *e.g.*, 5 people are state-level ABE coordinators; 10 people are local program administrators, etc. Summarize also the backgrounds—*e.g.*, 6 people have M.A.s in special education—3 of those with concentrations in LD, etc.

Discuss the range of responses to the 9 content questions. (You may want to do an overhead of the summary.) Explain to participants that these questions represent the major concepts of this professional development series and that you will revisit them throughout the sessions.

III. Meet Delia and Alex (Case Studies) *30 min.*

It is important to stress that Alex and Delia represent two "snapshots" of adults with learning disabilities. They are *not* meant to be representative of *all* adults with learning disabilities. They will, however, provide participants with an opportunity throughout the workshops to apply and compare the results of various approaches for adults with learning disabilities.

Materials	**Activities**
H-6	Ask individuals to read independently the brief profiles of both Delia and Alex as they appear in Guidebook 1. (Allow 10 minutes for this activity.) At the end of 10 minutes, quickly form small groups of 4–6 participants and tell them they are both instructors and part of the intake interview staff. They have read the profiles of Alex and Delia. Now they will hold their first interview. Using H-6, ask them to develop a series of 5 questions that they would want to ask Delia and Alex. (Note: the 5 questions may well be different for each case study.)
	Point out the importance of the two ability levels represented by Delia and Alex. Inform the groups that they will have 10 minutes to list the 10 questions. If a group finishes early, they can place the questions in priority order.
	If participants do not represent site teams or do not want to work in site-similar groups, they can work independently and then share their findings with others. It is important for them to work with a realistic situation to increase the likelihood of transfer.
T-F	At the end of 10 minutes, ask each group to read one question for each case study. (Note: If you prefer to record responses, use T-F.) Continue to let groups report until all questions are listed. Ask teams to keep their questions until the end of the workshop series because they will revisit Delia and Alex throughout the professional development series.
	BREAK (15 min.)

IV. Learning Disabilities Definition and Characteristics

30 min.

Materials	**Activities**
H-7a	On H-7a, ask participants to write [in pairs or triads and without reference to their materials] a definition of “learning disabilities.” [Allow 5 minutes for this activity.] Note: Pairs or triads are used to avoid putting any one participant on the spot.
T-blank	At the end of 5 minutes, select some of the pairs or triads to report their definitions and record key elements of the definitions on a blank transparency.
T-G	Point out that there are many definitions of learning disabilities. However, to ensure accurate communication, the definition of learning disabilities developed in 1990 by the National Joint Committee on Learning Disabilities will be used throughout all guidebooks. [Show T-G, which lists the major components of that definition and refer them to page (pp. 13-14) in *Guidebook 1.*]
H-7b; T-H	While they are focused on Guidebook 1, ask participants to look at the characteristics associated with learning disabilities in each of the skill areas cited: reading, writing, listening, speaking, mathematics, thinking, and “other.” [Allow 5 minutes for that review.] Have the same pairs or triads turn to H-7b and ask them to answer the following question: (Show T-G and refer them to H-7b). “When do the characteristics just reviewed suggest the presence of a learning disability?” *The purpose of this exercise is not to encourage participants to become “diagnosticians.” Rather, it is designed to flag a possible need for further screening. If further screening is equally worrisome, it may mean that a formal diagnosis for learning disabilities is in order.*

Tell them they have 5 minutes to make that decision and to write the answer on H-7b.

Elicit from the group samples of their responses. (Note: If some pairs did not respond earlier, be sure to include them this time.) After reviewing their responses, you may want to bring closure with a quote from Joseph Torgesen (T-I):

> "*Learning disabilities involve a very limited, specific, inability to process information that's required to do complex tasks. For example, when you do a complex task like reading, it requires many different skills, all at once. If you have an inability or lack of talent in one of those areas, it can affect the whole process.*"
>
> —Joseph Torgesen, 1998.
> [Recorded interview]

V. Legal Issues Related to Literacy Education *15 min.*

Ask participants to form groups in their site teams for this 15-minute portion of the session. Explain that the purpose of the exercise they are about to do is to help them see where they may need to focus attention and professional development for *their* instructors and volunteers in the area of legal rights and issues related to literacy education.

Explain that reviewing legal issues can be less than exciting. Therefore, you are going to look at that material through a Jeopardy-type game to make it more interesting. In addition, this game is a device that is designed to raise areas of needed study in a relatively short period of time.

Note: This exercise can be used as a fun pretest to determine where emphasis needs to be placed, or it can be used as a follow-up game after teams have skimmed Section 2 (pp. 33-39) on legal issues related to literacy.

Materials	**Activities**
Rules for Legal Jeopardy	
H-8	All participants to turn to H-8 for the following game rules:
	1. Any member of a site team can raise his or her hand and respond for the group with the statement: "What is {answer}?" If the answer is incorrect, how-

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Materials **Activities**

ever, no other member of that team is eligible to respond to the same question.

2. Each question will remain "open" for 30 seconds before the facilitator provides the answer.

3. If a team member raises his or her hand but does not come up with an answer within 10 seconds, the question is then open for the other teams' members to raise their hands.

4. If a team gives an INCORRECT or INCOMPLETE answer, other teams will be invited to respond by raising hands.

5. Each question is weighted from 10 to 100 points based on its perceived difficulty.

6. The team that amasses the largest number of points "wins" and is anointed with being the most knowledgeable about the legal rights and responsibilities of those serving adults with learning difficulties.

Note: There are some questions that have identical weights. Facilitators should feel free to use all questions or to select one from each weighted category as they see fit, or to add questions of their own.

T-G

Questions for Legal Jeopardy

Points	Questions	Answers
10	1. This is a neurological disorder that substantially limits a major life activity	What is a learning disability?
20	2. In order for adults with LD to assert their rights, they must have this.	What is documentation including diagnosis?
20	3. Caring for one's self, performing manual tasks, working, and learning are examples of this.	What are major life activities?

30	4. This education law guarantees that adults under the age of 22 are entitled to a free, appropriate public education.	What is the Individuals with Disabilities Education Act (IDEA)?
30	5. ADA and IDEA are acronyms for these.	The Americans with Disabilities Act (1990) and the Individuals with Disabilities Education Act.
40	6. Choosing whether to disclose a disability is this.	What is the legal right of an adult learner with LD?
40	7. Sharing information with community-linked organizations about an adult student's learning disability is appropriate when this occurs.	What is appropriate when the adult with a learning disability has given his or her informed consent and has signed a release?
50	8. Extra time for completing tests, books on tape, access to calculators, and large-print materials are examples of this.	What are examples of things that could be considered "reasonable accommodations"?
60	9. "Reasonable accommodations" in courses and examinations is a legal right of this group.	What are learners with diagnosed learning disabilities?
70	10. Providing documentation of a disability and the need for accommodations is the responsibility of this group of people.	What are learners with diagnosed learning disabilities?
80	11. Because rights and responsibilities are mandated under ADA, equal opportunity is not just expected; it is this.	What is "guaranteed"?
90	12. The legal rights concerning learning disabilities and adults are found in these three separate acts.	What are: ADA (1990); Rehabilitation Act (1973); and IDEA (1997)?
100	13. Adults who expect disability-related accommodations have these three responsibilities?	What are: Make the disability known; provide documentation; and request specific accommodations?

VI. Planning for Systemic Change: Site Team Reflection

60 min.

Note: Because there have been many paired, small-group and site-team interactions to this point, participants will probably welcome an opportunity to receive a brief presentation from the facilitators. Providing a variety of instructional strategies should include occasional presentations by facilitators or invited guests. Either may be used for the following presentation.

Materials	**Activities**
	To the whole group, pose these questions: 1. "What is systemic reform or systemic change?" (Accept sample responses. It is not necessary to record these. The purpose is to get participants to think about systemic reform. Accept all answers.)
	2. "What is a system?" (Again, accept sample responses.)
	Tell participants there are many kinds and sizes of systems as illustrated in Section 3 of Guidebook 1's discussion of systems and program change (pp. 41-51). For the purpose of this professional development series, you are concerned mostly with the literacy program that serves adults with learning disabilities and the context within which that program operates, including the community and the state through whatever linkages and support services they provide.
$\text{T-K}_{1,2,3,4,5}$ a, b, c, d, e	Turn next to the brief presentation found in Appendix B and to $\text{T-K}_{1\text{-}5}$.
H-10 T-L	Following the above brief presentation (Appendix B), turn to H-10 and show T-L. Explain that this model represents a flowchart of services within literacy programs. Mention that they will find elaborated versions of this model in each session of *Guidebook 5.*

Materials	Activities
	Note: To achieve systemic change, it is strongly recommended that collaborative teams be encouraged to participate in this professional development process. Such teams should include state and local decision-makers (as appropriate) as well as front-line staff. In some instances, community-based representatives may be able to participate as well.
	Place participants in site teams. If teams are not present, you may want to place participants in small groups of sites that have similar characteristics: program size, location (*e.g.*, rural, urban, suburban), program characteristics (family literacy, workplace literacy, one-stop centers) and the like.
	It is also possible to ask participants to work alone if they did not come with a team, and then share their work with a small group. That way they can focus on a real program.
	If these breakdowns are difficult or impossible, at least form groups that include decision-makers mixed with other levels of program participants.
T-M H-11	Once groups are in place, show T-M and refer participants to H-11 (the Systemic Change Worksheet). Tell participants this worksheet is central to systemic program reform, as well as to all 5 guidebooks in the Bridges to Practice series. As such, each session builds on overall program commitment. New program indicators (also used in their Needs Assessment) will be added for each guidebook session. Explain that teams will have 45 minutes to complete part one of their Systemic Reform Worksheets. (45 min)

VII. The Video, Bridges to Systemic Reform *60 min.*

Materials	Activities
H-12 Blank T	At the close of the worksheet session (no feedback is necessary at this early juncture), tell participants that this session will be closed with the showing of a video related to systemic program change and adults with

Materials **Activities**

learning disabilities. Ask participants to turn to H-12 Video Focus Worksheet to give them some guidelines for watching this brief video. Ask the whole group to respond to the "Before the Video" questions. Write sample responses on a blank transparency. (You will refer to these responses again following the video.) Do not discuss responses at this time.

Show video: *Bridges to Systemic Reform* (15 min.)

Following the video, the facilitators will ask participants to look again at their Video Focus Worksheet and solicit answers to the 2 questions. (Possible answers appear below.) Facilitators will then respond briefly to any questions or comments raised by participants. Remind participants that the thread of systemic change for program improvement will run throughout this professional development sequence.

Total time for Session 1: 3 hours 15 min.

Possible Answers to Video Focus Worksheet

As you watch the video: What are the 5 steps of systemic reform?

1. Bring stakeholders together
2. Enlist administrative support
3. Provide meaningful and ongoing professional development
4. Identify resources
5. Continuously monitor and improve

Handout Masters

Session 1

Session 1 Objectives

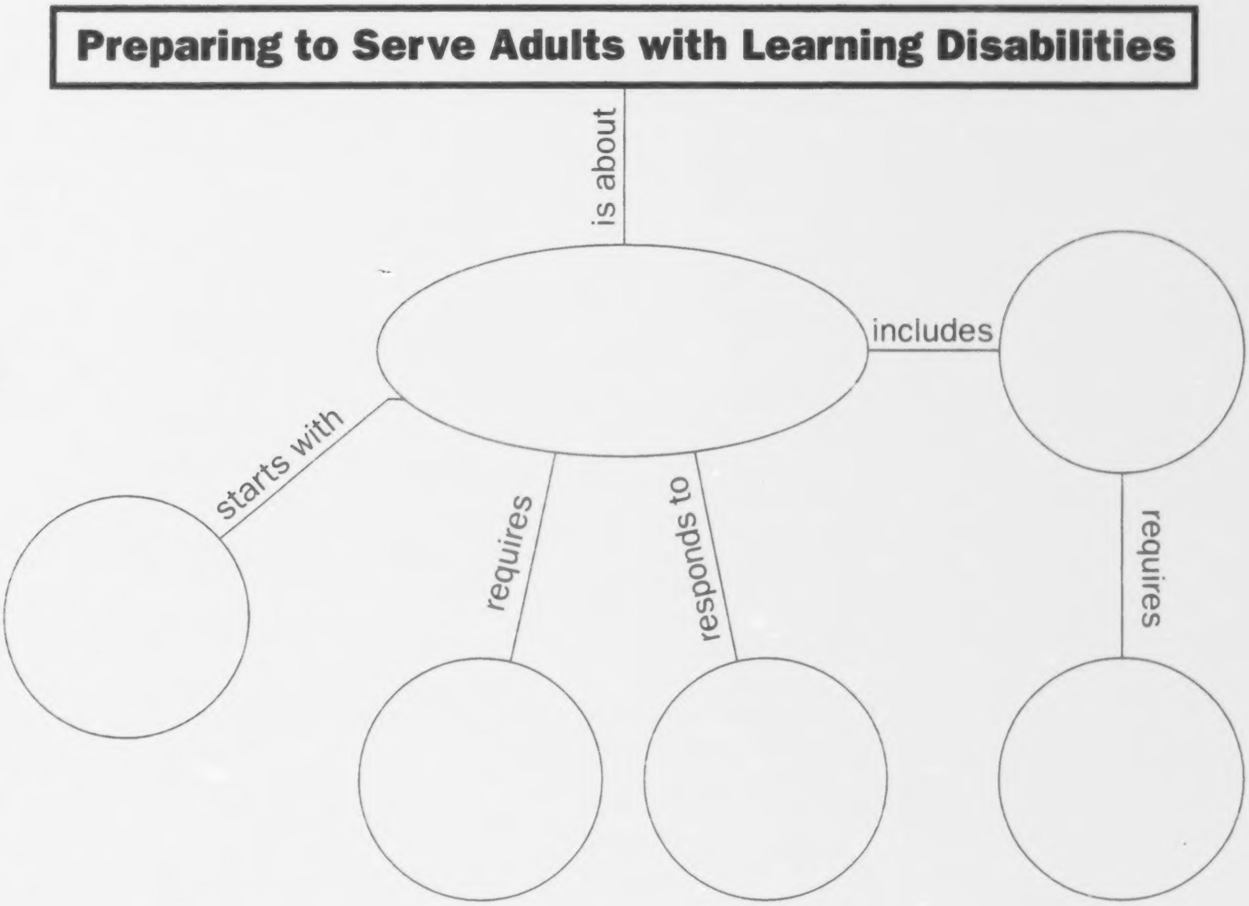
By the end of this Professional Development session, participants will be able to:

- **Define "learning disabilities";**
- **Identify characteristics and consequences for adults with LD;**
- **Identify the scope of intake and interventions for adults with LD;**
- **Discuss legal issues related to adults with LD;**
- **Identify the components of systemic reform for literacy programs serving adults with LD.**

Session 1 Agenda

- Overview of Session 1
- Overview of Professional Development Series and Needs Assessment Results
- Meet Delia and Alex
- Learning Disabilities Definition and Characteristics
- Legal Issues Related to Adults with LD
- Planning for Systemic Change and Site Team Reflection

Graphic Organizer for Guidebook 1


Preparing to Serve Adults with Learning Disabilities
is about
includes
starts with
requires
responds to
requires

Important Practices for Teaching Adults

List three important practices for being an effective "facilitator" of adult learning.

1.

2.

3.

Overview of Professional Development Series

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

- Understanding Learning Disabilities
- Legal Issues Related to Adults with Learning Disabilities
- Systems and Program Change
- Resources for Learning

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Interview Questions for Alex and Delia

Questions	Reasons for Asking
Alex:	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
Delia:	
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Learning Disabilities Definition and Characteristics

Directions: For the following activities you may work independently or with partners, depending on your learning style preference.

Write YOUR definition of "learning disabilities."

The Presence of a Learning Disability

Please answer the following question:

When do the characteristics just reviewed in various skill areas (e.g., reading, writing, speaking, computation) suggest the presence of a learning disability?

Rules for Legal Jeopardy

Any member of group may respond (but speaks for the group).

30 seconds available before facilitator provides correct answer (if no groups can answer).

If a team member raises his or her hand but cannot answer in 10 seconds, other groups may respond.

If a team gives an incorrect response, other teams are invited to respond.

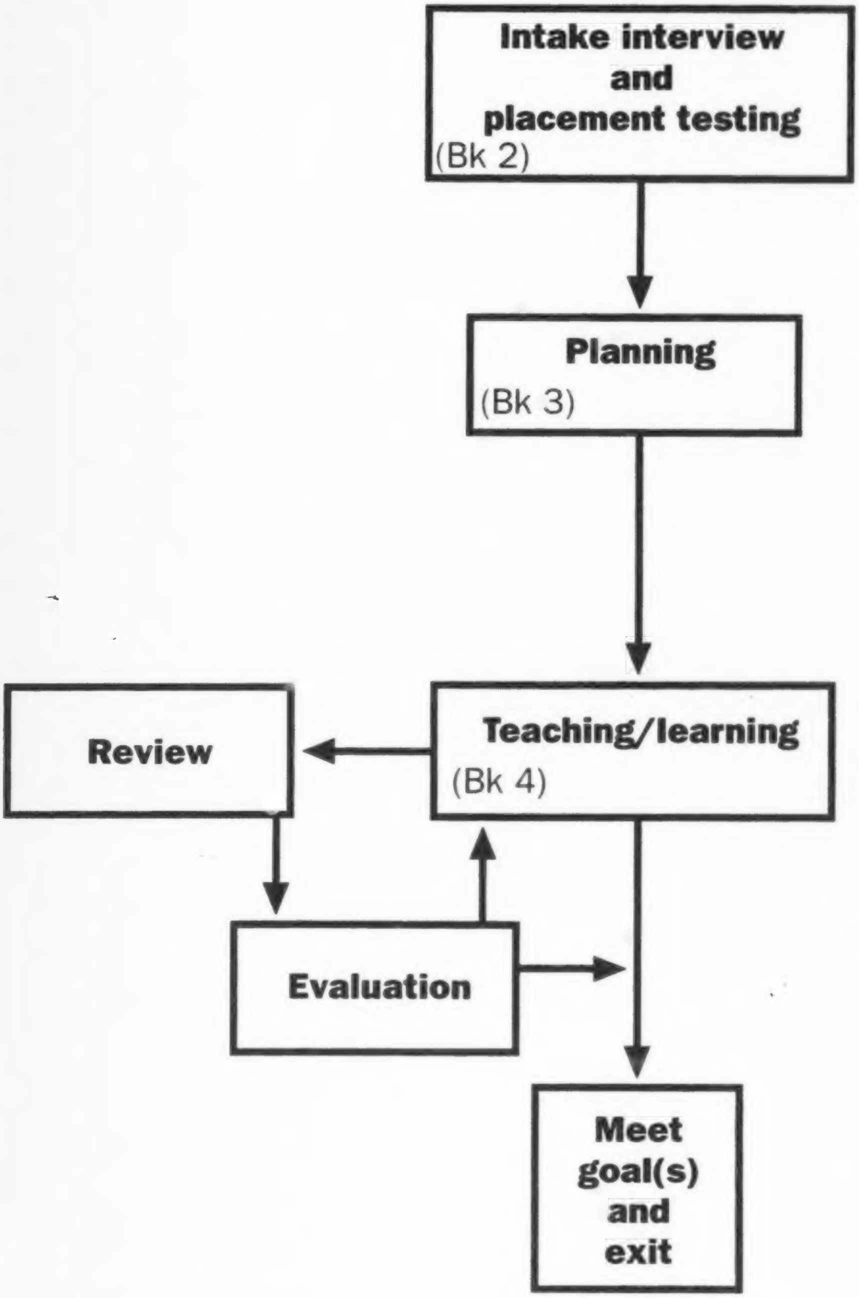
Facilitator will give "weight" of question before it is read. Someone is designated as scorekeeper. Scores are recorded for each team.

The team amassing the largest number of points wins.

Questions for Legal Jeopardy

1. This is a neurological disorder that substantially limits a major life activity (10)
2. In order for adults with LD to assert their rights, they must have this. (20)
3. Caring for one's self, performing manual tasks, working and learning are examples of this. (20)
4. This education law guarantees that adults under the age of 22 are entitled to free, appropriate public education. (30)
5. ADA and IDEA are acronyms for these. (30)
6. Choosing whether to disclose a disability is this. (40)
7. Sharing information with community-linked organizations about an adult student's learning disability is appropriate when this occurs. (40)
8. Extra time for completing tests, books on tape, access to calculators, and large-print materials are all examples of this. (50)
9. "Reasonable accommodations" in courses and examinations is a legal right of this group. (60)
10. Providing documentation of a disability and the need for accommodations is the responsibility of this group of people. (70)
11. Because rights and responsibilities are mandated under ADA, equal opportunity is not just expected, it is this.(80)
12. The legal rights concerning learning disabilities and adults are found in these three separate acts. (90)
13. Adults who expect disability-related accommodations have these three responsibilities. (100)

Model of Adult Literacy Program Services


Intake interview
and
placement testing
(Bk 2)
Planning
(Bk 3)
Review
Teaching/learning
(Bk 4)
Evaluation
Meet
goal(s)
and
exit

Systemic Change Worksheet #1

Indicators of High-Quality Service *(Please check)*	*Specifics* *(Please check)*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
Staff understand LD and the impact on the lives of learners ☐ Yes ☐ No	☐ **A written definition of LD has been adopted for guiding program decisions and services.**					
Staff and adults with LD can describe the adopted definition and associated characteristics of LD. ☐ Yes ☐ No	☐ **Written policies, procedures, and actual practices are not based on and do not reinforce generalizations and stereotypes about LD.** ☐ **Written policies and procedures ensure careful decision-making about services related to LD and do not reinforce premature decision-making.**					

Indicators of High-Quality Service *(Please check)*	*Specifics* *(Please check)*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
Staff understand the law and the legal requirements related to adults with learning disabilities. ☐ Yes ☐ No	☐ **Written policies and procedures detail how legal rights for adults with learning disabilities are assured.** ☐ **Written policies and procedures describe how program staff will keep adults with learning disabilities informed of their legal rights about how to advocate for those rights.**					
Staff and adults with learning disabilities can describe the legal implications related to providing services to adults with learning disabilities. ☐ Yes ☐ No	☐ **Written policies and procedures ensure that legally required accommodations are offered to adults with learning disabilities at each step of the program.**					

Indicators of High-Quality Service *(Please check)*	*Specifics* *(Please check)*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
Staff work to create community linkages and systems change that will increase the success of adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures define the range and role of community resources and how staff and adults with learning disabilities can access them.** ☐ **Written policies and procedures define the program staff's perceived roles and responsibilities in systems change and plan to create and participate in systems change.**					

Indicators of High-Quality Service *(Please check)*	Specifics *(Please check)*	What Presently Exists	What is Needed	Priority Sequence	Target Completion Date	Key Staff Responsibility
Staff development plans ensure that practitioners can effectively use and maintain the practices that have been selected to improve the quality of services for adults with learning disabilities. ☐ Yes ☐ No	☐ Ongoing evaluations of staff reflect accurate understanding of learning disabilities and implementation of adopted policies, procedures, and research-based practices. ☐ Written plans describe short- and long-term staff development plans that will result in the creation of policies, procedures, and practices that will improve and maintain the quality of services for adults with learning disabilities. ☐ Written policies, procedures, and practices are reviewed and revised annually to ensure that best practices related to learning disabilities continue to shape program services.					

Video Focus Worksheet

Before watching the video, ask yourself this question: How can literacy programs become more responsive to adult students with learning disabilities? Think about some possible answers.

As you watch the video, keep this question in mind:

What are the 5 steps of systemic reform?

Transparency Masters
Session 1

Session 1 Objectives

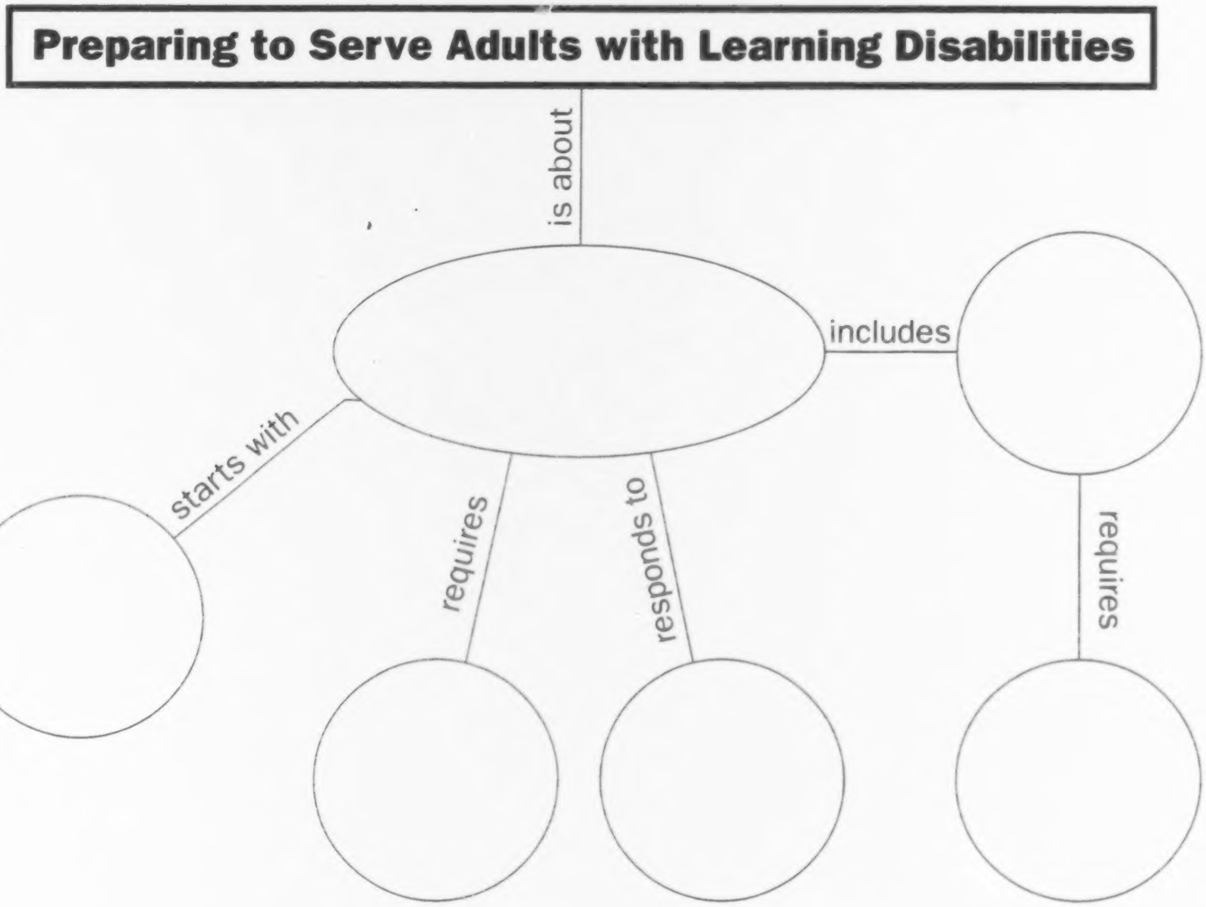
By the end of this professional development session, participants will be able to:

- **Define "learning disabilities."**
- **Identify characteristics and consequences for adults with LD.**
- **Identify the scope of intake and interventions for adults with LD.**
- **Discuss legal issues related to adults with LD.**
- **Identify the components of systemic reform for literacy programs serving adults with LD.**

Session 1 Agenda

- **Introductions; Objectives; Agenda; Professional Development Overview; Graphic Organizer for *Guidebook 1***
- **Overview of Professional Development Series and Needs Assessment Results**
- **Meet Delia and Alex**
- **Learning Disabilities Definition and Characteristics**
- **Legal Issues Related to Adults with LD**
- **Systemic Change for Program Improvement**

Preparing to Serve Adults with Learning Disabilities


Preparing to Serve Adults with Learning Disabilities
is about
includes
starts with
requires
responds to
requires

Important Practices for Teaching Adults

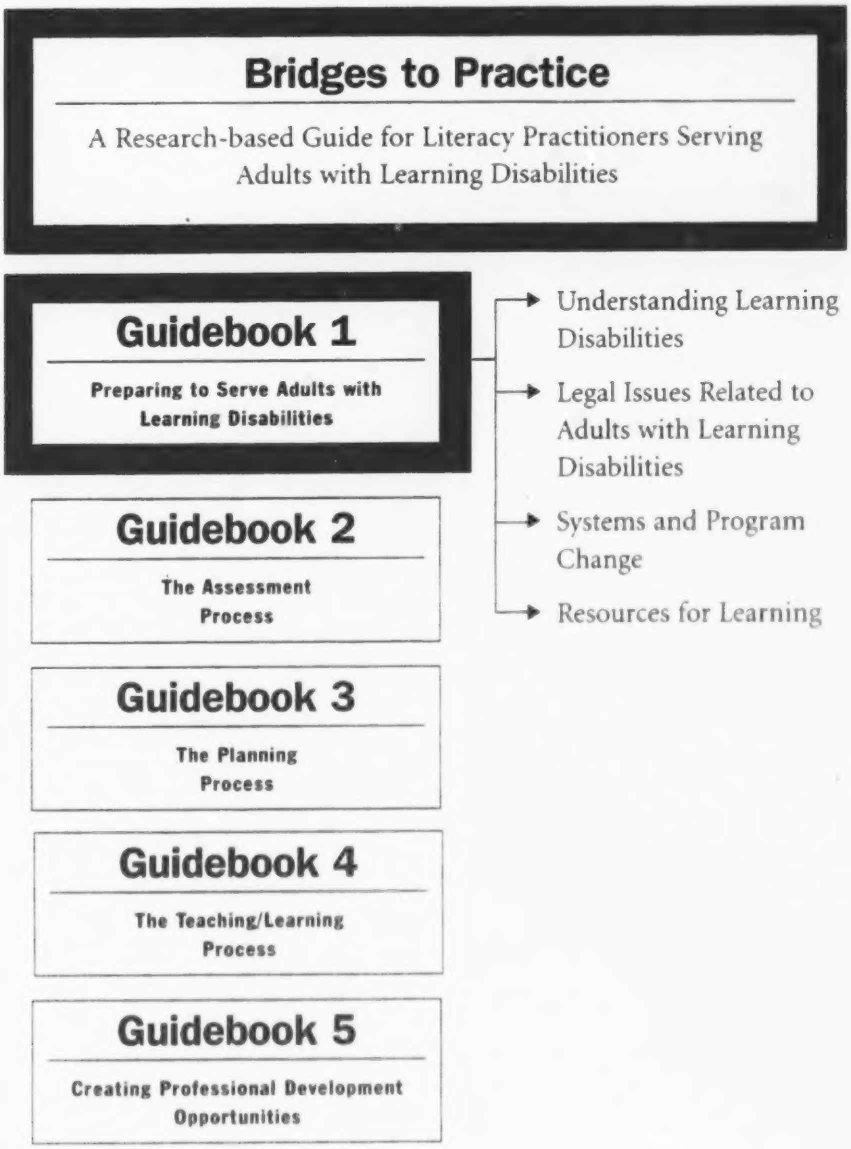
List three important practices for being an effective "facilitator" of adult learning:

1.

2.

3.

Overview of Professional Development Series



Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

- Understanding Learning Disabilities
- Legal Issues Related to Adults with Learning Disabilities
- Systems and Program Change
- Resources for Learning

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Interview Questions for Alex and Delia

Questions	Reasons for Asking
Alex:	
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**
Delia:	
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**

80[illegible]

Major Components of a Learning Disabilities Definition

Learning disabilities:

1. is a general term for a heterogeneous group of disorders.
2. are manifested by significant difficulties in listening, speaking, reading, writing or math.
3. are part of the person's make-up (they will not go away).
4. are presumed to be a dysfunction of the central nervous system.
5. may be discovered across the life span.
6. may RESULT in problems with behavior, social perceptions and social interactions (but they are NOT the disability).
7. are NOT the results of other disabilities such as loss of sight, or hearing or lack of intelligence or lack of schooling.

The Presence of a Learning Disability

When do the characteristics observed in various skill areas (reading, writing, computation, etc.) suggest the presence of a learning disability?

80

“Learning disabilities involve a very limited, specific, inability to process information that’s required to do complex tasks. For example, when you do a complex task like reading, it requires many different skills, all at once. If you have an inability or lack of talent in one of those areas, it can affect the whole process.”

—Joseph Torgesen, 1998
(Recorded interview)

Questions for Legal Jeopardy

1. This is a neurological disorder that substantially limits a major life activity (10)
2. In order for adults with LD to assert their rights, they must have this. (20)
3. Caring for one's self, performing manual tasks, working, and learning are examples of this. (20)
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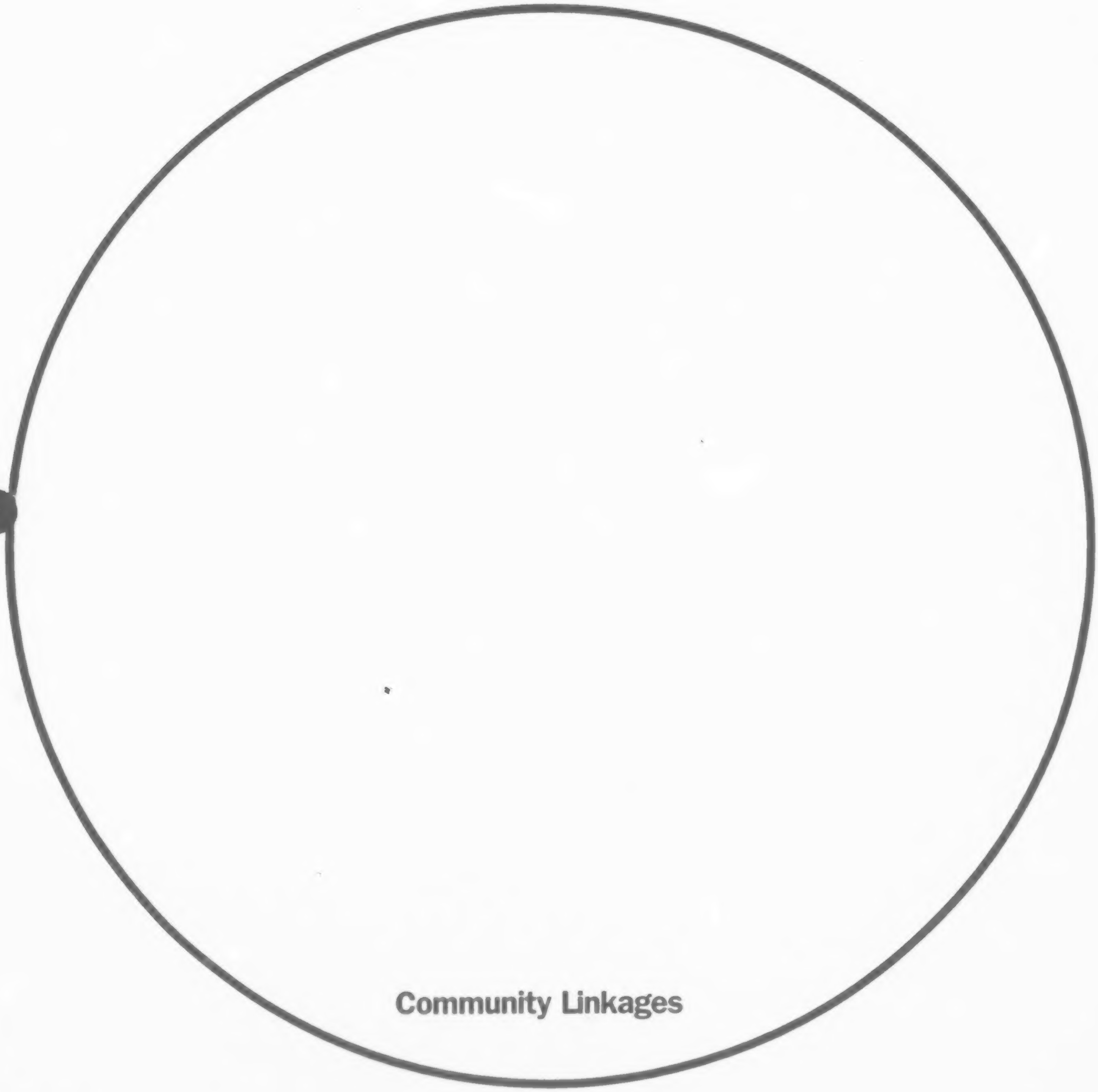
80

Student Learning Gains

Instructional Excellence

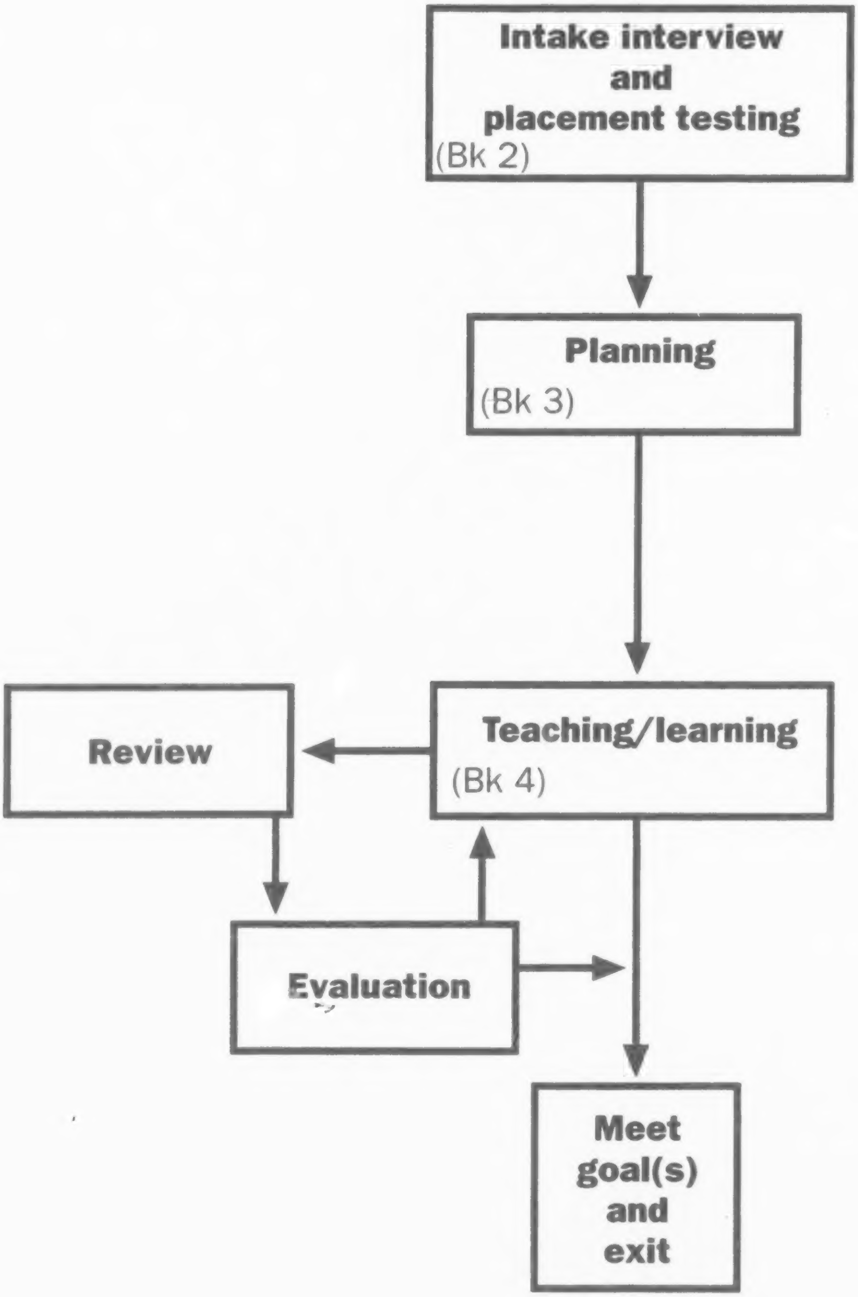
Program Support

Professional Development


Community Linkages

T-K5

Model of Adult Literacy Program Services


Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Teaching/learning
(Bk 4)
Review
Evaluation
Meet goal(s) and exit

Systemic Change Worksheet 1

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Indicators of High-Quality Service ***(Please check)***	***Specifics*** ***(Please check)***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
Staff understand the law and the legal requirements related to adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures detail how legal rights for adults with learning disabilities are assured.** ☐ **Written policies and procedures describe how program staff will keep adults with learning disabilities informed of their legal rights about how to advocate for those rights.**					
Staff and adults with learning disabilities can describe the legal implications related to providing services to adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures ensure that legally required accommodations are offered to adults with learning disabilities at each step of the program.**					

T-M2

81

81

Indicators of High-Quality Service ***(Please check)***	***Specifics*** ***(Please check)***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
Staff work to create community linkages and systems change that will increase the success of adults with learning disabilities. **☐ Yes ☐ No**	**☐ Written policies and procedures define the range and role of community resources and how staff and adults with learning disabilities can access them.** **☐ Written policies and procedures define the program staff's perceived roles and responsibilities in systems change and plan to create and participate in systems change.**					

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Video Focus Worksheet

Before watching the video, ask yourself this question: How can literacy programs become more responsive to adult students with learning disabilities? Think about some possible answers?

As you watch the video, keep this question in mind:

What are the 5 steps of systemic reform?

Session 2, Guidebook 5 Professional Development Activities for *Guidebook 2: The Assessment Process*

Contents for Session 2

Overview: Professional Development Session 2 63
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  Preparation Checklist 63

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    B. Overview, Objectives & Agenda 69
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Handout Masters

H-1 Session 2 Objectives
H-2 Session 2 Agenda
H-3 Graphic Organizer for *Guidebook 2*
H-4 Model of Adult Literacy Program Services
H-5 Systemic Change Worksheet
H-6 Tasks for Expert Teams
H-7 Standards for Evaluating Screening Instruments
H-8 a, b, c, d, e Sample Report Card for Evaluating Screening Instruments
H-9 Presenting Screening Results to the Learner
H-10 Alex and Delia — An LD Assessment Process
H-11 Considerations for Completing H-3 (Systemic Change Worksheet)

Transparency Masters

T-A Needs Assessment Questions
T-B Overview of Professional Development Series
T-C Session 2 Objectives
T-D Session 2 Agenda
T-E Graphic Organizer for *Guidebook 2*
T-F Model of Adult Literacy Program Services—The Assessment Process
T-G Reliability and Validity
T-H Jigsaw Process Chart
T-I Standards for Buying a Car
T-J Standards-based Report Card for Buying a Car
T-K Standards for Selecting Screening Materials
T-L Sample Report Card for Evaluating Screening Instruments
T-M Presenting Screening Results to the Learner
T-N Alex and Delia — An LD Assessment Process

Overview: Professional Development Session 2

Objectives: By the end of this session, participants can:

1. Identify the components of an effective assessment and screening process, including the importance of reliability and validity.
2. Apply the standards for evaluating screening instruments.
3. Construct an interview sequence for an adult client/learner.
4. Apply the assessment-screening construct to their own programs.

Time Requirements:* Total time required for *Guidebook 2* professional development sequence is approximately 41/2 hours.

Materials Checklist:

Hardware:	Overhead projector and screen
Software:	Copies of *Dyslexia Screening Instrument* Session handouts Session transparencies Blank transparencies and transparency pens Flip charts, pens, masking tape, and name tags

Preparation Checklist:

Duplicate handouts
Check equipment to be sure it is working properly
Set up the room(s) where training activities are to take place.**

---

* Regarding suggested times: All suggested times are the result of field-testing. Agencies should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to be familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not available or some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

** Regarding room set-up: Training activities include both large and small groups. Therefore, the room should be arranged so participants can move about easily. Try to make certain that flip charts, overheads, or videos can be seen by all participants.

Outline for Session 2

Materials Estimated Time	**Activities**	
	I. Overview of Session 2	30 min.
T-A	A. Relationship to Needs Assessment	
T-B, T-C, T-D, H-1, H-2	B. Overview, Objectives & Agenda	
T-E, H-3	C. Graphic Organizer for *Guidebook 2*	
T-F, H-4, H-5	D. Model of Adult Literacy Program Services and Systemic Change Worksheet	
	II. The Assessment Process	
H-6 T-G, T-H	A. The Importance of Reliability and Validity	10 min.
	B. Assessment and Screening (Including Break)	60 min.
T-I, T-J, T-K T-L, H-7 + *Dyslexia Screening Instrument*	C. Standards for Evaluating Screening Instruments	45 min.
T-M, H-8, H-9	D. Presenting Screening Results to the Learner	15 min.
	BREAK	
T-N, H-10	III. Alex and Delia: Two Case Studies	40 min.
H-5, H-11	IV. Planning for Systemic Change: Site Team Reflection	45 min.
	V. Wrap-Up of Session 2 (Questions)	15 min.

Total time for Session 2: 4 hours 20 minutes

Preparation for Session 2

☐ Order sufficient copies of *Dyslexia Screening Instrument.*

☐ Duplicate all handouts (H-1 through H-11) for Session 2 and arrange them into packets. (By providing one packet of materials to each participant, constant handling of materials during the session can be avoided.) Some exceptions exist if the handout should not be seen before its use.

☐ Make transparencies from the Transparency Masters provided for Session 2.

☐ Review results of any needs assessments or questionnaires previously sent out. It may be appropriate to make transparencies or handouts summarizing participant data related to Session 2.

☐ Order all equipment (*e.g.*, overhead projector) and make sure it is operating correctly. Also check any room screens for size and clarity of print from a distance.

☐ Have available such materials as: flip chart, pens, masking tape, blank transparencies, and name tags.

☐ Arrange for a place to hold Session 2 (if different from Session 1) and make sure it has sufficient space and movable chairs for breakout activities. Consider which room arrangement style will best facilitate communication and activities.

☐ Arrange for any refreshments that will be made available.

☐ Review the Professional Development Manual for *Guidebook 2* (Session 2) including all handout and transparency masters. Give special attention to the Facilitators' Notes.

Facilitators' Notes for Session 2
The Assessment Process

I. Overview of Session 2

30 min.

Materials **Activities**

Welcome participants to Session 2. (Note: In most instances, participants should be continuing from Session 1.

If there are new or different participants, some form of introductions should be provided, preferably briefly.)

Note: It is assumed that this session is directly following Session 1. If this is not the case, you may want to refer to Session 1 for appropriate opening activities.

A. Relationship to Needs Assessment

T-A

After any necessary introductions, show T-A (Question 6): "How can literacy program staff ensure that assessment procedures in adult literacy programs increase the success of adults with learning disabilities?" Ask participants to reflect on this question and to recall how they responded to it on their Needs Assessment. Tell them that it is a central question to Session II and to the objectives and activities that follow.

B. Overview, Objectives, Agenda

T-B; T-C; T-D
H-1; H-2

Next, provide a quick overview of Session 2, including *Bridges to Practice* Transparency (T-B) with *Guidebook 2* shaded. Call attention to the fact that the content of *Guidebook 2* is also reflected in the objectives and agenda of this session. Show T-C, "Objectives of Session 2" (refer participants to H-1) and then refer them to H-2, "Agenda for Session 2" and show T-D, Agenda.

Materials | **Activities**

C. Graphic Organizer

H-3, T-E

Have participants turn to H-3 (Graphic Organizer for *Guidebook 2*) and show T-E. Complete the Graphic Organizer with the group using the completed model below. Remind participants (especially if they have not participated in the professional development sequence for *Guidebook 1*) that a graphic organizer is used to illustrate the process that is successful for many adults with information processing difficulties. The purpose here is to model that process for participants.

D. Model of Adult Literacy Programs Services and Systemic Change Worksheet

H-4, T-F

Follow the above organizer with H-4 and T-F, "Model for Adult Literacy Program Services." State that the emphasis of this session will be on LD screening and assessment activities.

H-5

Inform participants that during this session their "teams" will be working on the next section of their Systemic Change Worksheet (H-5).

Tell participants that this overview was designed to help them focus on the importance of the activities that will be provided in Session 2.

II. The Assessment Process

Materials | **Activities**

T-G

A. The Importance of Reliability and Validity (10 min.)

(See also Appendix D in *Guidebook 2*, pp. 133-137.) Show T-G. Ask participants to answer the questions on that transparency:

1. Do you know a person who is "reliable?" What behavior tells you that he/she is reliable?
2. If you were to ask that reliable person for directions, how would you know if those directions were "valid?" Write key words on T-G. (Allow no more than 5 minutes for this activity.)

Materials

Activities

Remind participants that we use the terms "reliable" and "valid" a lot in our daily conversations, but sometimes we have difficulty in applying those same concepts to written documents. Ask them if they can now give you definitions of "reliable" and "valid?" (Note: the definitions should reflect the following: Reliable is performing consistently over time. Valid is doing what it is supposed (or designed) to do.")

Tell them that if screening devices, whether paper-pencil tests or performance measures, must provide the same (or comparable) results whenever they are used if they are "reliable" and must do what they say they will do if they are "valid." For example, if a screening device is designed to identify learning disabled adults it will do just that if it has "validity" and it will do it consistently if it has "reliability."

If you feel there is still some confusion about these concepts, ask several questions to make sure they are understood. You might ask such questions as:

The SAT test is said to have "predictive validity" for students wanting to enter college. Therefore, students scoring high on that test should be able to do what? (Answer: Be successful in college.)

A performance measure was designed to see if adult students could successfully complete a simple job application. The job application form was given to 10 students just after they had completed a series of lessons on that task. The average score of correct completion for the group was 90%. Three months later they completed the same application, with a different company name on it. They then scored an average of 40% correct. The application form was given again in 6 weeks after a review. The average score was 75% this time. How would you describe the "reliability" of the performance measure? (Answer: Low reliability—but it also provides an opportunity to discuss that scores can be improved with intervention —just as students can take special classes to improve SAT scores. The validity still

Materials	**Activities**
	remains whether or not those students who improve their scores are successful in college. If not, the test's validity has been compromised.)
	Tell participants that during this session, they will have an opportunity to look at the validity and reliability of some screening devices for adults with learning disabilities.
	B. Assessment and Screening (60 min.)
	(Note: Tell participants to take a brief break as needed during this activity.)
T-H	Inform participants that a cooperative learning strategy called "Jigsaw" will be used for the next segment of Session 2. The process is called "jigsaw" because each participant learns in-depth pieces of information; they in turn teach those pieces to other members of their team so that all members can fit them together into a whole—like a jigsaw puzzle. Show T-H to illustrate the Jigsaw Process.
	First divide participants into groups of 6. These are the "Home Teams." (Groups of 3 can be used if the whole group is small. Also if the groups do not break evenly, additional numbers can be added to a group—*e.g.*, 7 in one group and 6 in the others.) Each group then numbers-off into Expert Groups: 2As, 2Bs, and 2Cs (if there is an even 6). If there is an odd number, simply add an additional A and so on.
H-6	Now, the As have become one Expert Group, the Bs another and the Cs a third. Each Expert Group is given three tasks. Refer them to H-6. (H-6 also includes the assigned pages to read from *Guidebook 2.*) The tasks are:
	1. Read the assigned pages.
	2. After reading the assigned pages individually, as a group decide on the most important points to teach the Home Team within the 5 minutes that will be allotted each Expert Team for teaching.
	3. Decide what instructional strategies would be

Materials	**Activities**
	most appropriate to accomplish the teaching task. (Note: The assigned reading pages on H-6 are as follows: Group A, Section 1: Introduction to Assessment (pp. 5-12) (omit case studies). Group B, Section 2: Screening for Learning Disabilities (pp. 15-20). Group C, The Screening Process (pp. 21-27) (Do 6 steps (omit Case Studies) in addition to 3 steps of "Presenting Results to Learner" (omit Case Studies).
	The Expert Groups then return to their Home Teams and in order, teach their selected points. (One person may be the teacher or the Expert Group may decide to team-teach.) (Note: No feedback to the whole group is necessary for this process.)
	C. Standards for Evaluating Screening Instruments. (45 min.)
T-I; T-J	Ask participants to name some things in their lives for which they have standards. Elicit some of these from the group. Ask them if they have standards when they purchase a car? (Show T-I: Standards for Buying A Car.) Ask them to generate some other standards. List them on T-I. (Show T-J, "Standards-Based Report Card for Buying a Car.") Explain that a similar process has been used to evaluate screening instruments for adults who may have learning disabilities and, in Session 3, for evaluating instructional materials.
H-7	Ask participants to turn to H-7 and read the paragraph on "The Standards for Evaluating Screening Materials" (adapted "How the Standards in *Bridges* Were Developed" from p. 31 of *Guidebook 2*—allow 3 minutes to read this paragraph).
T-K	Next, show T-K, which lists the 10 standards for selecting screening materials. Tell participants that these standards are elaborated on pp. 31–37 in *Guidebook 2.* Briefly note each standard; make sure there are no questions about each and then tell participants they will be involved in an exercise for

Materials	**Activities**
	applying these standards to a specific screening instrument. They are, of course, free to refer to *Guidebook 2* during the exercise. Follow with H-8 a, b, c, d, e and T-L 1, 2, 3, 4, 5: "A Report Card for Evaluating Screening Instruments" and point out that the 10 standards are the guidelines for each report card.
H-8 a, b, c, d, e T-L 1, 2, 3, 4, 5	
	The Exercise:
Copies of *Dyslexia Screening Instrument.* H-8	Hand out copies of the *Dyslexia Screening Instrument.* Model how to apply the standards as participants begin to complete the report card. Allow them to continue individually or in small groups, completing H-8, the report card. When completed, discuss the process and the results and answer questions that participants may have. (Refer to p. 48 in *Guidebook 2,* "Frequently Asked Questions about the Selection Process" for a list of possible questions and answers about the selection of screening instruments.)
	D. **Presenting Screening Results to the Learner** (15 min.)
	After a learner has been screened, it is appropriate to meet with that learner to discuss the results of the screening instrument and possibly to modify instructional practices. One would not, of course, hold such a meeting without preparation and follow-up. The following exercise is designed to help participants think about some of the information and practices that will make the meeting with the learner as profitable as possible.
	After the exercise, participants may want to review pp. 25-28, "Presenting Screening Results to the Learner" in Guidebook 2, including selections from Alex and Delia Case Studies.
H-9 T-M	Ask participants to turn to H-9, "Presenting Screening Results to the Learner" while you display T-M. Ask what information they would like to KNOW before, during, and after the meeting. Likewise, ask what they might want to DO before,

Materials	**Activities**
	during, and after the meeting. (A few possibilities are listed for the facilitator in the chart below.) Record key brainstorm suggestions on T-M.
	After several minutes of this process, suggest that this exercise should help them complete the next activity with Alex and Delia.

Note: If time permits, and participants have completed Session 1, they may want to review the questions they wanted to ask Alex and Delia to see if they "fit" with the suggestions made during this activity.

H-9, T-M	Use the H-9 chart and T-M transparency to record suggestions:

Note: The purpose of the following brainstorming session is to provide motivation and a mind-set about the importance for and content of meetings with adult literacy students.

Presenting Screening Results to the Learner (possible answers)

What I would like to *KNOW*

Before the meeting:	*During the meeting:*	*After the meeting:*
• Determine learner strengths. • See examples of the learner's work. • Review test scores.	• Determine how the learner feels about having a formal diagnosis, if such is indicated.	• Determine if the learner went for a formal diagnosis. • Determine whether targeted strategies are working. • Are other adaptations or accommodations warranted?

What I would like to *DO*

Before the meeting:	*During the meeting:*	*After the meeting:*
• Prepare a written summary of the screening results to give learner and use during the meeting.	• Maintain a positive tone. • Present learner strengths and areas needing help. • Present results of screening in writing. • Discuss next steps.	• Teach to learner's strengths. • Stress metacognitive processes.

After spending 5 minutes on brainstorming each part of the chart, make sure that the following areas were included:

What services does the student want and need?
Will the program provide for those wants and needs?
What is the background of the student? For example:

- Family situation information
- Schooling history
- Vocational information
- Social behavior information

Are there records to support information?

What are the student's strengths and challenges?

*If time permits, participants could role-play the interview process, assuming that the Dyslexia Screening Instrument was used and that little or no prior student records are available.**

BREAK (10 min.) (Note: Breaks can be taken at any appropriate time depending on which activity options are selected.)

III. Alex and Delia: Two Case Studies *40 min.*

Materials

Activities

If participants completed Session One (*Guidebook 1*) and reviewed above the questions they wanted to ask Alex and Delia, it would be appropriate to link that with the following activity.

Explain to participants that they are going to list an assessment process that has been used for Alex and Delia. Those steps should be listed on H-10 along with any other suggestions for appropriate assessment. Encourage participants to discuss in what ways their own students are the same or different from the Alex and Delia as they complete this exercise.

Place participants in small groups (not necessarily site teams). Using H-10 and T-N ask participants to list specific steps that they would follow in an assessment/screening process for Alex and Delia. In the interest of time, have half of the small groups make a list for Alex and half for Delia. (Allow 10 minutes for this activity and encuorage the use of *Guidebook 2* in this process.)

After getting brief feedback from several groups, ask *all* participants to read in *Guidebook 2* the case studies for Alex and Delia (found in pages 8-11, 13-14, 24-25, 27-28 and 37-41. Or they may read these in Appendix D of *Guidebook 5.*)

Next, have participants look again at the steps they listed (in their Alex and Delia groups) to see if their steps match those used for Alex and Delia. Participants may change their steps or make additional suggestions for Alex and Delia. [They may want to use pp. 21-27 in *Guidebook 2* as a guide in this process.] After 10 minutes, discuss the findings.

An LD Assessment Process

For Alex	For Delia

T-N During feedback from groups, if time permits, record suggestions on T-N. (Or use an alternate form of feedback by giving each group a copy of T-N and having them record their suggestions directly on the transparency. Each group can then show their transparency, so comparisons are easier to make. This option, while popular with participants, is quite time-consuming.)

IV. Planning for Systemic Change: Site Team Reflection *45 min.*

Materials	**Activities**
H-5	Ask the site teams to re-group. Tell them it is time to reflect on what they have learned about assessment/screening options and to place that information in the context of their own programs. Have them turn to H-5, (a continuation of the Systemic Change Worksheet completed in Session 1) and complete this chart as mentioned at the outset of this session.
T-A H-11	In addition to the two broad questions on the Systemic Change Worksheet, they will want to consider the question from the needs assessment as seen on T-A and now on H-9. Also on H-9 are other questions to consider including the list of 7 Steps to Take When Evaluating Screening Instruments. Tell participants that those 7 steps are also elaborated on pp. 45-48 in *Guidebook 2.* (Allow 30 min. for this part of the activity.)
	Because participants have already had two Systemic Change Worksheet sessions, it is important now to take time to allow for them to share their progress and ask questions. This process not only allows for teams to benefit from the thinking of other teams, but provides motivation for reworking and developing their programs before they are too deeply committed to any one approach. (Allow 15 minutes for feedback.)

V. Wrap-up of Session 2 *15 min.*

Materials	**Activities**
T-F	At the conclusion of the reflective-planning process, show participants T-F, Literacy Programs Services Model to illustrate where they currently are and what they will be considering in Session 3.

Total time for Session 2: 4 hours 20 minutes

Handout Masters

Session 2

Session 2 Objectives

By the end of this session participants will be able to:

1. Identify the components of an effective assessment and screening process, including the importance of reliability and validity;
2. Apply the standards for evaluating screening instruments;
3. Construct an interview sequence for an adult client/learner; and
4. Apply the assessment-screening construct to their own programs.

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Session 2 Agenda

Overview of Session 2

The Assessment Process

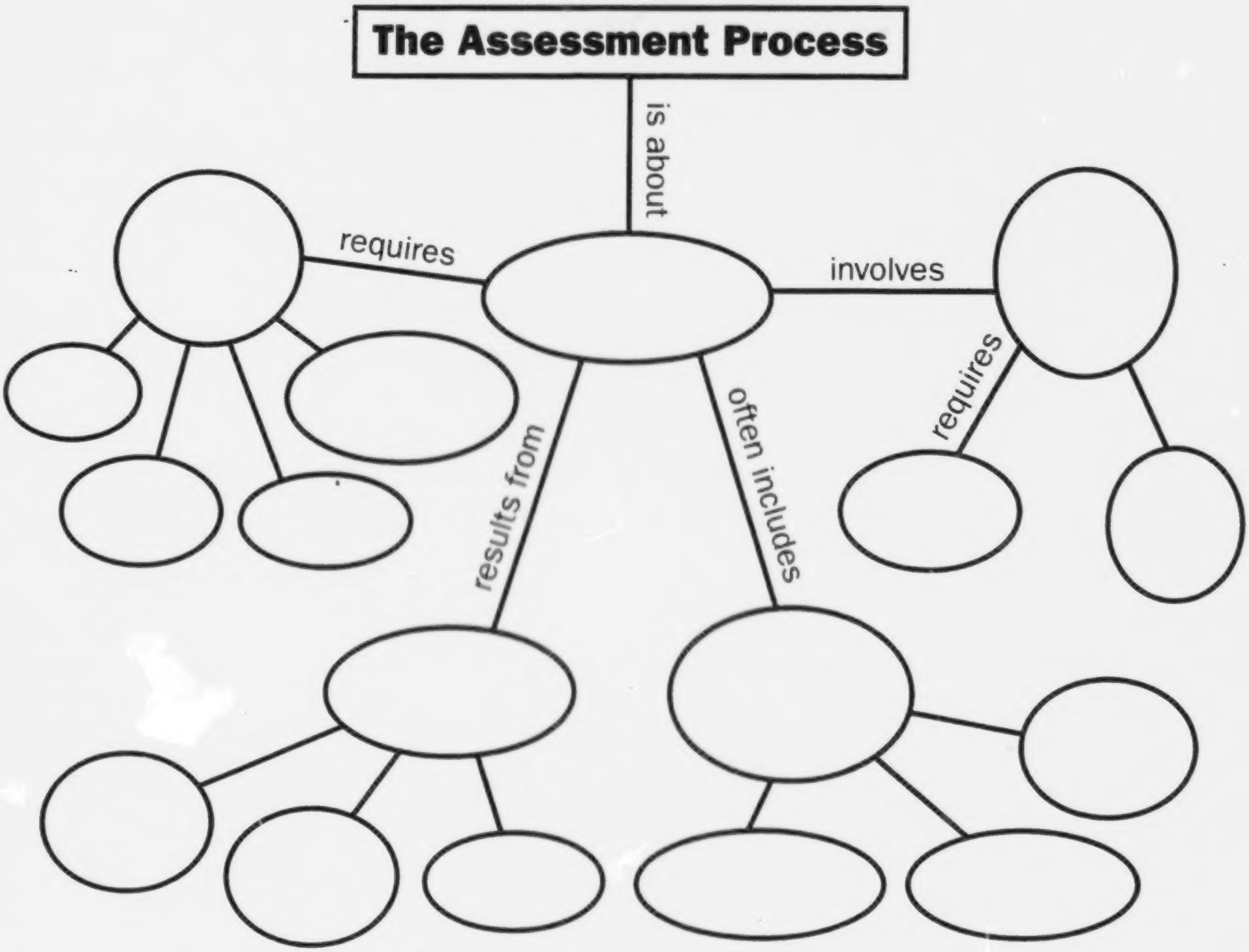
- **Reliability and Validity**
- **Assessment and Screening**
- **Standards for Evaluating Screening Instruments**
- **Presenting Screening Results to the Learner**

Alex and Delia Revisited

Planning for Systemic Change and Site Team Reflection

Wrap-up of Session 2

Graphic Organizer for Guidebook 2


The Assessment Process
is about
requires
involves
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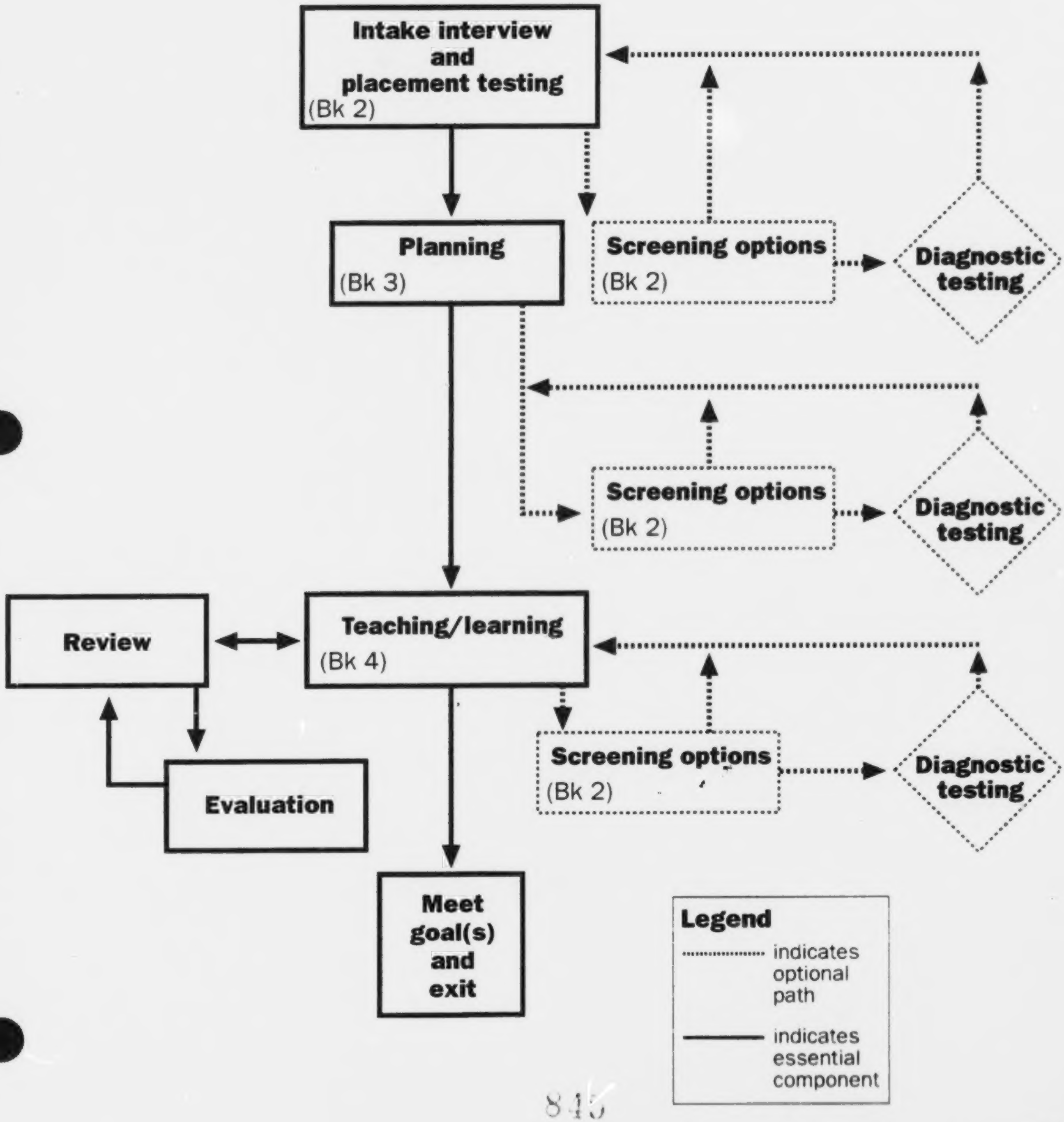
results from
often includes

84

Model of Adult Literacy Services—The Assessment Process


Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Screening options
(Bk 2)
Diagnostic testing
Screening options
(Bk 2)
Diagnostic testing
Review
Teaching/learning
(Bk 4)
Screening options
(Bk 2)
Diagnostic testing
Evaluation
Meet goal(s) and exit
Legend
indicates optional path
indicates essential component

845

Systemic Change Worksheet 2

Indicators of High-Quality Services	***Specifics***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Date of Completion***	***Key Staff Responsibility***
An assessment process sensitive to LD serves as an umbrella for all program services. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that assessment activities are tied to decisions that are required to deliver high-quality services to learners at each phase of the literacy program.**					
	☐ **Written policies, procedures, and practices ensure that assessment activities evaluate how the adult is learning, as well as what the adult has learned.**					
	☐ **Written policies, procedures, and practices ensure that there are appropriate activities for determining at intake if any adult has previously been identified as having a learning disability.**					

Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
Screening for LD is conceptualized as an ongoing process that is linked to the overall assessment process. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that staff know how to identify patterns of behavior that might suggest the presence of learning disabilities.**					
	☐ **Written policies, procedures, and practices define the activities that comprise an ongoing process for screening for learning disabilities.**					
	☐ **Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.**					
	☐ **Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice and compensate for shortcomings by collecting other assessment information.**					

BEST COPY AVAILABLE

Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
There are clear guidelines for altering instruction based on different types and levels of assessment information. ☐ **Yes** ☐ **No**	☐ **Staff understand how the screening process adopted by the program is linked to the overall assessment process.**					
Decision-making is collaborative and is based on a variety of people reviewing a variety of sources of information. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that staff understand the process for making decisions about implementing specific screening activities for learning disabilities.**					
	☐ **Written policies, procedures, and practices ensure that decisions are based on multiple sources of data.**					
	☐ **Written policies, procedures, and practices ensure that staff know how to counsel learners about options and services when learning disabilities are suspected.**					

Indicators of High-Quality Services	***Specifics***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Date of Completion***	***Key Staff Responsibility***
Staff work to link learners with other groups to obtain required assessments that are beyond the services provided by a program. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices demonstrate that there is a process for linking the learner to community resources that can provide more intensive and formal diagnostic testing for learners who desire more information about potential learning disabilities.**					
	☐ **Staff members know the formal diagnostic testing process that is used for legally confirming a learning disability.**					
	☐ **Staff members know how to use information provided by reports provided by a psychologist to modify literacy services.**					
	☐ **Written policies, procedures, and practices ensure that staff modify literacy services based on information included in reports provided by a psychologist.**					

Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
Assessment procedures lead to planning and teaching activities that increase the success of adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that assessment information is used to shape goals, plans, and the selection of appropriate curriculum options to help the learner achieve goals.**					
	☐ **Written policies, procedures, and practices ensure that assessment information is used to select appropriate instructional methods, including legal accommodations and instructional adaptations.**					

Tasks for Expert Teams

1. Read individually the following pages in *Guidebook 2*: (Est. 10 min.)

   Members of Team "A": "Introduction to Assessment" pp. 5-12 (omit case studies).

   Members of Team "B": "Section 2: Screening for Learning Disabilities" pp. 15-20.

   Members of Team "C": "The Screening Process" pp. 21-27, 6 Steps and 3 Steps (omit case studies).

2. As a team, decide on the most important points that you need to teach your Home Team in the 5 minutes you will have. (10 min. for selecting points.)

3. Decide what instructional strategies would be most effective for teaching those points. (You may select an individual from each Home Team representative to teach, or if there is more than one member from each Home Team, you may decide to team-teach.) (10 minutes for choosing strategies and constructing any devices necessary —*e.g.*, flip chart, cards, etc.) Try to find a way to make your 5-minute lesson creative and interesting so team members will remember the contents.

(Note: Total teaching time in Home Teams: 15 min.: 5 min. for A, 5 min. for B, and 5 min. for C. Please select a Home Team time keeper to keep presentations on track.)

Standards for Evaluating Screening Instruments

Standards serve as guidelines for making decisions. These standards have been identified as important by practitioners in the fields of literacy and learning disabilities throughout the United States. The standards provide a means of comparing multiple screening instruments against a common framework.

STANDARDS FOR SELECTING SCREENING MATERIALS

ADMINISTRATION STANDARDS:

1. The requirements for learning to use the screening material are reasonable.
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable.
3. The time required to conduct the screening procedures is reasonable.
4. The screening material allows accommodations for individuals with disabilities.

TECHNICAL DEVELOPMENT STANDARDS:

5. The screening material adequately represents the full range of characteristics associated with learning disabilities.
6. The screening material is consistent with what is currently known about learning disabilities.
7. The screening material reliably measures the individual's learning characteristics.
8. The screening material accurately predicts who may have a learning disability.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language.
10. Research supports the links between screening procedures and instructional materials.

National ALLD Center Report Card on Screening Instruments

Screening Material ____________________

____

Publication Date ____________________

Edition ____________________

Author ____________________

Publisher ____________________

Address ____________________

____

Phone ____________________

Fax ____________________

Initial Cost ____________________

Usage Cost ____________________

Multiple Forms ☐ Yes ☐ No

Administration Setting ☐ Individual ☐ Group

Administration Format ____________________

Observational Checklist ☐ Self-Report ☐ Task Completion

Non-English Version ☐ No ☐ Yes (Specify) __________

Target Population/ Learner Level(s) ____________________

Features ____________________

____

____

What & How It Measures ____________________

____

____

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	

Presenting Screening Results to the Learner

Brainstorm Chart

What I would like to *KNOW*		
Before the meeting:	**During the meeting:**	**After the meeting:**
What I would like to *DO*		
Before the meeting:	**During the meeting:**	**After the meeting:**

Alex and Delia—An LD Assessment Process

List the Steps You Would Follow—Including Interview and Other Devices	
For Alex	**For Delia**

Considerations for Completing H-3, Systemic Change Worksheet

In addition to the questions on your worksheet, there are other questions and items to consider:

1. **How do you ensure that your assessment practices in adult literacy increase the success of adults with learning disabilities?**
2. **If you are using screening instruments, the following 7 steps are suggested when evaluating screening instruments: (See *Guidebook 2*, pp. 45-48 for additional details.)**

Step 1: Set Program Priorities

Step 2: Review Screening Tool Report Cards

Step 3: Gather Information About the Screening Instrument

Step 4: Develop Conclusions

Step 5: Make Your Selection

Step 6: Use the Instrument

Step 7: Ask Your Staff If They Are Satisfied With the Results

Transparency Masters
Session 2

Needs Assessment Questions

1. Does the assessment process sensitive to learning disabilities serve as an umbrella for all program services?
2. Is the screening for learning disabilities conceptualized as an ongoing process that is linked to the overall assessment process?
3. Are there clear guidelines for altering instruction on different types and levels of assessment information?
4. Is decision-making collaborative and based on a variety of people reviewing a variety of sources of information?
5. Does the staff work to link learners with other groups to obtain required assessments that are beyond the services provided by the program?
6. Do assessment procedures lead to planning and teaching activities that increase the success of adults with learning disabilities?

Overview of Professional Development Series

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

- Introduction to Assessment
- Screening for Learning Disabilities
- Selecting Screening Instruments
- Systems and Program Change

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Session 2 Objectives

By the end of this session participants will be able to:

- **Identify the components of an effective assessment and screening process, including the importance of reliability and validity;**
- **Apply the standards for evaluating screening instruments;**
- **Construct an interview sequence for an adult client/learner; and**
- **Apply the assessment-screening construct to their own programs;**
- **Reflect on their own programs and continue designing systemic reform of literacy programs serving adults with LD.**

Session 2 Agenda

Overview of Session 2

The Assessment Process

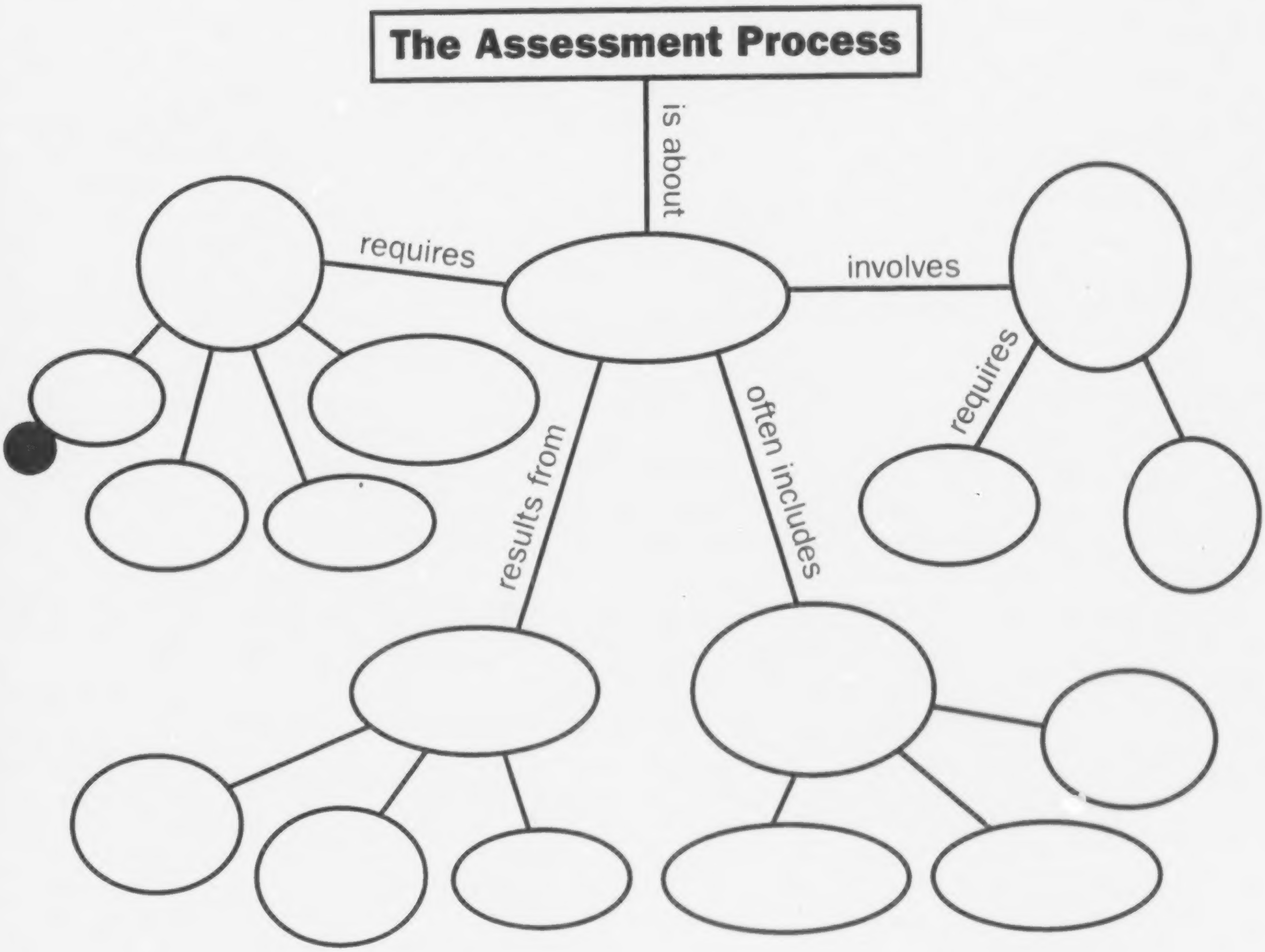
- **Reliability and Validity**
- **Assessment and Screening**
- **Standards for Evaluating Screening Instruments**
- **Presenting Screening Results to the Learner**

Alex and Delia Revisited

Planning for Systemic Change and Site Team Reflection

Wrap-up of Session 2

Graphic Organizer for Guidebook 2


The Assessment Process
is about
requires
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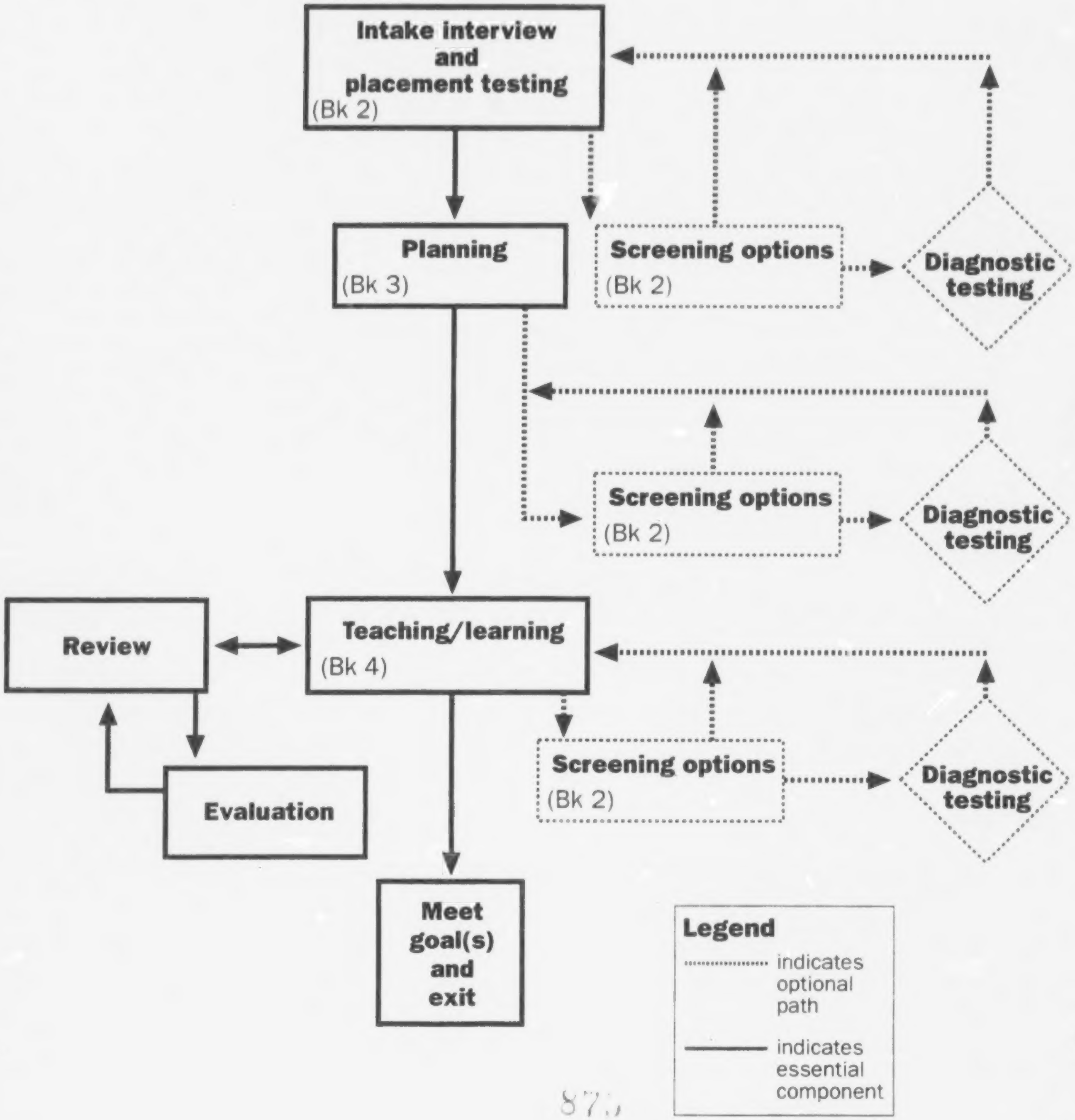
results from
often includes

Model of Adult Literacy Services—The Assessment Process


Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Screening options
(Bk 2)
Diagnostic testing
Screening options
(Bk 2)
Diagnostic testing
Review
Teaching/learning
(Bk 4)
Evaluation
Screening options
(Bk 2)
Diagnostic testing
Meet goal(s) and exit
Legend
indicates optional path
indicates essential component

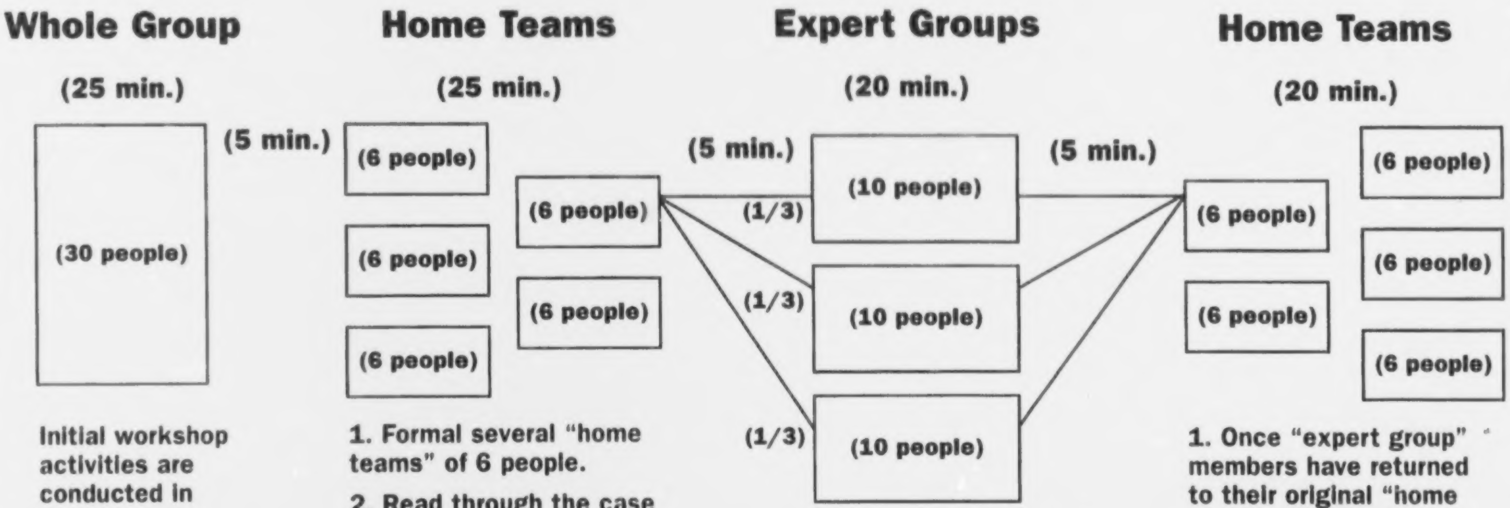
Reliability and Validity

1. Think of a person you know who is “reliable.” What behavior tells you that he or she is reliable?

2. If you were to ask that reliable person for directions, how would you know if those directions were “valid?”

Jigsaw Process Chart

These instructions describe the process for conducting a series of group activities designed to engage workshop participants in exploring the nature of adult learning. Activities are based upon the "jigsaw" model of cooperative learning. In a "jigsaw" activity, participants are divided into small groups which are each assigned a group task. Each small-group member then acquires a "different piece of the puzzle{ needed by the group to accomplish its task. (Instructions assume a group of 30.)


Whole Group
(25 min.)
(30 people)
(5 min.)
Home Teams
(25 min.)
(6 people)
(6 people)
(6 people)
(6 people)
(6 people)
(5 min.)
Expert Groups
(20 min.)
(1/3)
(1/3)
(1/3)
(10 people)
(10 people)
(10 people)
(5 min.)
Home Teams
(20 min.)
(6 people)
(6 people)
(6 people)
(6 people)
(6 people)

Whole Group

Initial workshop activities are conducted in a whole group.

Home Teams

1. Formal several "home teams" of 6 people.
2. Read through the case study in the "home teams."
3. Discuss the questions.
4. Then 2 from each "home team" move to each of the "expert groups."

Expert Groups

1. Once in the "expert group" each member reads the handout provided.
2. Members then complete the task sheets and decide how to present the results of the "home teams"
3. Return to "home teams"

Home Teams

1. Once "expert group" members have returned to their original "home teams," each team of 2 shares with other "home team" members what was leaned from each "expert group."
2. Each team then makes recommendations for resolution of the original case study situation.

Standards for Buying a Car

- The monthly payments are within my budget. (I can afford no more than $110/month.)
- The car includes safety devices. (Those I must have include: passive restraint seat belts, air bags, anti-lock brakes.)
-
-
-
-

Standards-based Report Card for Buying A Car

Standard	***Look for...***	***My findings***
1. Monthly payments are within my budget.	• **Minimum down payment** • **Advertised installment rates** • **Financing options**	
2. The car includes safety devices	• **Passive-restraint seat belts** • **Air bags** • **Child-proof locks** • **Anti-theft device**	
3. The car is an automatic.		
4. If it is a used, car, the car has had no major repair work done to the body or engine.	• **Evidence of prior ownership** • **Repair records for the car**	

Standards for Selecting Screening Materials

Administration Standards:

1. The requirements for learning to use the screening material are reasonable.
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable.
3. The time required to conduct the screening procedures is reasonable.
4. The screening material allows accommodations for individuals with disabilities.

Technical Development Standards:

5. The screening material adequately represents the full range of characteristics associated with learning disabilities.
6. The screening material is consistent with what is currently known about learning disabilities.
7. The screening material reliably measures the individual's learning characteristics.
8. The screening material accurately predicts who may have a learning disability.
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language.
10. Research supports the links between screening procedures and instructional materials.

National ALLD Center Report Card on Screening Instruments

Screening Material ______________________

____

Publication Date ______________________

Edition ______________________

Author ______________________

Publisher ______________________

Address ______________________

____

Phone ______________________

Fax ______________________

Initial Cost ______________________

Usage Cost ______________________

Multiple Forms ☐ Yes ☐ No

Administration Setting ☐ Individual ☐ Group

Administration Format ______________________

Observational Checklist ☐ Self-Report ☐ Task Completion

Non-English Version ☐ No ☐ Yes (Specify) ______________

Target Population/ ______________________

Learner Level(s) ______________________

Features ______________________

____

____

What & How It Measures ______________________

____

____

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The requirements for learning to use the screening material are reasonable. The standard concerns information about the procedures, including length of time and effort required to learn the materials and become proficient at administration.	**Look for:** a description of the requirements for learning to use the screening procedures. **You should find:** • a description of training experiences • a description of who should administer the screening • estimate of time for learning the procedures	

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. Guidelines regarding whether or not to refer the individual for further testing are clear and reasonable. This standard concerns the steps and information to be considered in deciding whether to refer the individual for assessment of a possible learning disability.	**Look for:** guidelines for determining whether or not to refer the individual for further testing. **You should find:** • criteria for making referral decisions • steps to follow in making a decision • forms, charts, graphs, etc., to help form your decision • descriptions of performance benchmarks	
3. The time required to conduct the screening procedure is reasonable. This standard concerns the amount of time required to complete a screening. Length of time for administration can influence both the examiner's and the adult learner's performance.	**Look for:** a description of the time required for administration, scoring, and interpretation. **You should find:** • a statement of whether or not the test is timed, specifying times • minimum and maximum scoring times • estimate of time required for scoring and interpretation	
4. The screening material allows accommodations for individuals with disabilities. This standard concerns the accommodations required for persons already defined as having a disability (for example, low vision, physical disability, or psychiatric disability). Some accommodations may include extended time or an oral protocol, instead of a written one.	**Look for:** a description of accommodations for individuals with disabilities. **You should find:** • suggestions for specific accommodations linked to specific disabilities • a description of research validating appropriateness of the accommodations - for testing accuracy	

Standards	Evaluation Process	Evidence
5. The screening material adequately represents the full range of learning disabilities characteristics. This standard indicates the importance of screening for the different types of manifested learning disabilities, such as word recognition, math calculation, math reasoning, written and oral expression, listening comprehension, and reading comprehension.	**Look for:** description of which learning disabilities characteristics may be assessed with the instrument. **You should find:** • research validating the test for the specific learning disabilities characteristic(s) of interest	
6. The screening material is consistent with what is currently known about learning disabilities. In this standard, the emphasis is on whether the materials are consistent with current knowledge of learning disabilities. Learning disabilities assessment should change as our understanding about learning disabilities changes.	**Look for:** a description of the basis for the test that is consistent with current learning disabilities theories. **You should find:** • statements of theoretical basis for the test • explanations of learning disabilities consistent with specific theories (for example, neuropsychological, behavioral, developmental) • information about content validity • research of how the test items were developed and validated	
7. The screening material reliably measures the individual's learning characteristics. Tests used to screen persons with LD must accurately reflect a person's knowledge, skills, and abilities. Test must yield consistent results.	**Look for:** research indicating the test's accuracy in measuring the individual's learning characteristics. **You should find:** • temporal reliability (should be close to 1) • interrater reliability (should be close to 1) • standard error of measurement (should be low)	

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The screening material accurately predicts who may have a learning disability. Information should support use of the screening material for predicting who may and who may not have a learning disability.	**Look for:** a description of research that indicates the material is effective for adults similar to those you may be screening. **You should find:** • predictive validity • classification accuracy • % correct decisions	
9. The screening material accurately predicts a learning disability regardless of a person's age, gender, race, ethnicity, or primary language. Dependent upon any of these factors, a screening material may be accurate/inaccurate, respectful/derogatory, relevant/irrelevant, motivating/unmotivating or meaningful/unmeaningful for a given individual.	**Look for:** a description of research which indicates the material is effective for adults similar to those you may be screening. **You should find:** • research that included adults with similar characteristics to persons you will test	
10. Research supports the links between screening procedures and instructional materials. Some screening procedures may include information to help you select instructional materials or practices.	**Look for:** research validating recommendations for instructional materials that are based on screening results. **You should find:** • research results linking specific testing results with specific instructional options • descriptions of instructional options based upon specific testing outcomes • decision accuracy of using a particular intervention	

Presenting Screening Results to the Learner

Brainstorm Chart

What I would like to *KNOW*		
Before the meeting:	**During the meeting:**	**After the meeting:**
What I would like to *DO*		
Before the meeting:	**During the meeting:**	**After the meeting:**

Alex and Delia—An LD Assessment Process

List the Steps You Would Follow—Including Interview and Other Devices	
For Alex	**For Delia**

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Session 3, *Guidebook 5* Professional Development Activities for *Guidebook 3: The Planning Process*

Contents for Session 3

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Handout Masters

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H-1	Session 3 Objectives
H-2	Session 3 Agenda
H-3	Graphic Organizer for *Guidebook 3*
H-4a,b,c	Systemic Change Worksheet *Guidebook 3*
H-5a,b,c	Planning for Instruction: Creating a Summary Profile and an Instructional Plan
H-6	SMARTER Planning and Teaching
H-7a,b,c,d	Blank Report Card on Instructional Materials

Transparency Masters

T-A	Needs Assessment Questions
T-B	Overview of Professional Development Series
T-C	Session 3 Objectives
T-D	Session 3 Agenda
T-E	Graphic Organizer for Guidebook 3
T-F	Model of Adult Literacy Program Services
T-G$_{1,2,3}$	Systemic Change Worksheet
T-H$_{1,2,3}$	Planning for Instruction: Summary Profile
T-I	Cycle for Assessment, Planning, and Instruction (through step 5)
T-J	Cycle for Assessment, Planning, and Instruction (through step 6)
T-K	SMARTER Planning and Teaching
T-L$_{1,2,3,4}$	Blank Report Card for Selecting Instructional Materials
T-M	Standards for Selecting Instructional Materials
T-N	Steps for Applying Standards to Instructional Materials
T-O	Cycle for Assessment, Planning, and Instruction (through step 7)

Overview: Professional Development Session 3

Objectives: By the end of this professional development sequence, participants will be able to:

1. Use assessment information to construct a profile for clients/learners with LD.
2. Develop instruction or service provision plan based on the needs and strengths of adults with LD.
3. Describe a process for selecting appropriate instructional materials based upon standards.
4. Reflect on their own programs and continue designing systemic reform of literacy programs serving adults with LD.

Time Requirements:* Total time required for *Guidebook 3* professional development sequence is approximately 6 hours.

Materials Checklist:

Hardware:	Overhead projector and screen
Software:	Session handouts
	Session transparencies
	Blank transparencies and transparency pens
	Flip charts, pens, masking tape, and name tags

Preparation Checklist:

Duplicate handouts
Check equipment to be sure it is working properly
Set up the room(s) where training activities are to take place.**

---

* Regarding suggested times: All suggested times are the result of field-testing. Agencies should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to be familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not available or some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

** Regarding room set-up. Training activities include both large and small groups. Therefore, the room should be arranged so participants can move about easily. Try to make certain that all participants can see flip charts, overheads, or videos.

Outline for Session 3

Materials	**Activities**	**Estimated Time**
T-A, T-B, T-C T-D, T-E, T-F H-1, H-2, H-3	I. Overview of Session Three A. Relationship to Needs Assessment B. Overview, Objectives & Agenda C. Literacy Program Services Model and Systemic Change Worksheet	20 min.
H-4, a & b T-G, T-H	II. Planning for Instruction: Summary Profiles	45 min.
	BREAK	
H-5, a & b T-I, T-J	III. Planning for Instruction: Creating an Instructional Plan	45 min.
H-6 T-K, T-L, T-M	IV. Selecting Instructional Materials A. Eight Standards	15 min.
	LUNCH	
Starting Over by Joan Knight	B. Report Cards	45 min.
	BREAK	
H-3 T-E	V. Planning for Systemic Change: Site Team Worksheet continued	60 min.
T-N	VI. Wrap-Up of Session 3 A. Report Out B. Summary/Projection	60 min.

TOTAL TIME FOR SESSION 3: 4 hours 50 minutes

Preparation for Session 3

☐ Order sufficient copies of an instructional resource such as *Starting Over*, Educators Publishing Services, Inc. (See Report Cards).

☐ Duplicate all handouts (H-1 through H-7) for Session 3 and arrange them into packets. (By providing one packet of materials to each participant, constant handling of materials during the session can be avoided.) Some exceptions exist if the handout should not be seen before its use.

☐ Make transparencies from the transparency masters provided for Session 3.

☐ Review results of any needs assessments or questionnaires previously sent out. It may be appropriate to make transparencies or handouts summarizing participant data related to Session 3.

☐ Order all equipment (*e.g.*, overhead projector) and make sure it is operating correctly. Also check any room screens for size and clarity of print from a distance.

☐ Have available such materials as: flip chart, pens, masking tape, blank transparencies, and name tags.

☐ Arrange for a place to hold Session 3 (if different from Session 2) and make sure it has sufficient space and movable chairs for breakout activities. Consider which room arrangement style will best facilitate communication and activities.

☐ Arrange for any refreshments that will be made available.

☐ Review the Professional Development Manual for *Guidebook 3* (Session 3) including all handout masters and transparency masters. Give special attention to the Facilitators' Notes.

Facilitators' Notes for Session 3
The Planning Process

I. Overview of Session 3 *30 min.*

Materials	**Activities**
	Welcome participants to Session 3. (Note: In most instances participants should be continuing from Session 2. If there are new or different participants, some form of introductions should be provided, preferably briefly.) (20 min.)

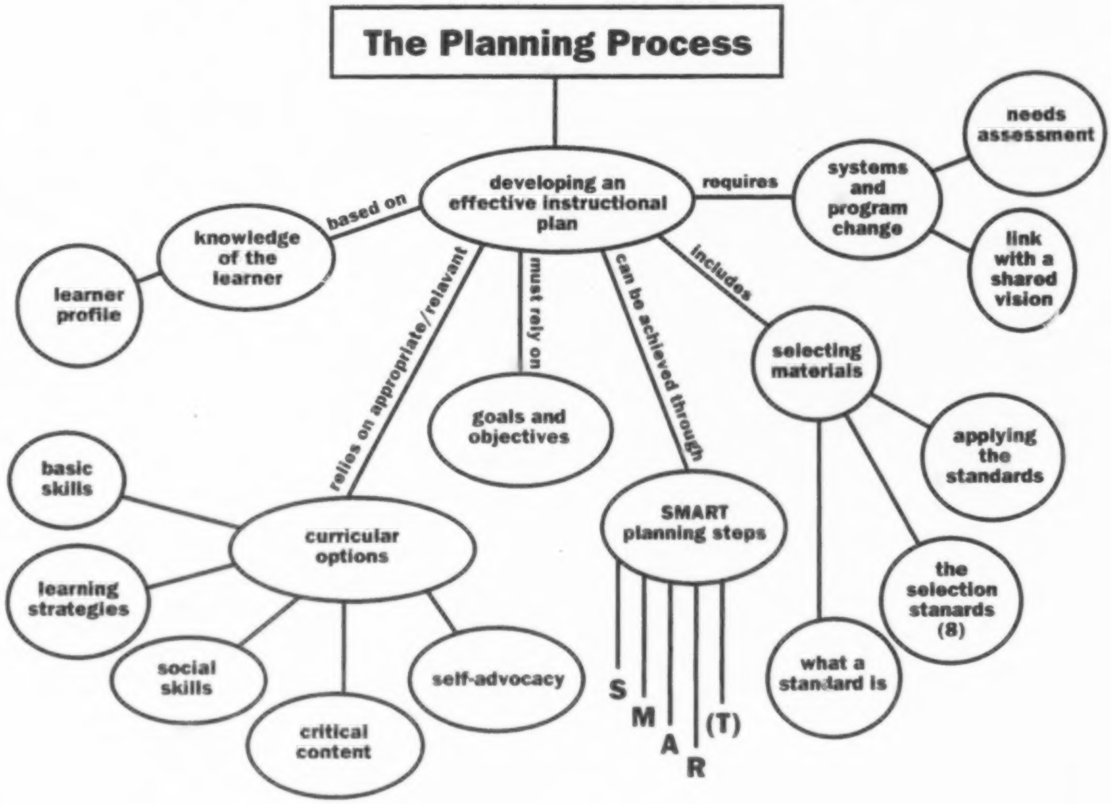
Note: It is assumed that this session is directly following Session 2. If this is not the case, you may want to refer to Session 1 for appropriate opening activities.

	A. Relationship to Needs Assessment
T-A	After any necessary introductions, show T-A, "Needs Assessment Questions."
	Ask participants to reflect on these indicators and to recall how they responded to them on their Needs Assessment. Tell them these are key indicators for Session 3 and for the success of teaching adults with learning disabilities.
	Provide a brief summary of the Needs Assessment responses to these 3 questions.
	B. Overview, Objectives, Agenda
T-B ;T-C; T-D H-1; H-2	Next, provide a quick overview of Session 3, including *Bridges to Practice* transparency (T-B) with *Guidebook 3* shaded. Call attention to the fact that the content of *Guidebook 3* is also reflected in the objectives and agenda of this session. Show T-C, "Session 3 Objectives" (refer participants to H-1) and then refer them to H-2 ("Session 3 Agenda") and show T-D, "Agenda."
H-3, T-E	**C. Graphic Organizer**
	Have participants turn to H-3 and show T-E (blank graphic organizer for *Guidebook 3*.)

If it has not been done previously, explain that graphic organizers for each guidebook have been designed to illustrate an information processing model that helps adults with LD who have difficulty in processing information in a linear fashion. The graphic organizer or graphic map helps those who need to organize information in a different way.

Complete the graphic organizer with participants as shown below to illustrate the process. (Note: A complete set of graphic organizers for each guidebook can also be found in Appendix C of this *Guidebook.*)

Mention to participants that this session will include information and exercises on many of the topics listed on the graphic organizer. Those not illustrated because of time constraints can be read on their own as needed.


The Planning Process
developing an effective instructional plan
based on
knowledge of the learner
learner profile
requires
systems and program change
needs assessment
link with a shared vision
includes
selecting materials
applying the standards
the selection stanards (8)
what a standard is
can be achieved through
SMART planning steps
S
M
A
R
(T)
must rely on
goals and objectives
relies on appropriate/relevant
curricular options
basic skills
learning strategies
social skills
critical content
self-advocacy

D. Model of Adult Literacy Program Services and Systemic Change Worksheet

T-F

Show transparency T-F, "Model of Adult Literacy Program Services." Point out where you are on this model (planning). State that the emphasis of this session will be on working with adult learners to plan instruction that will meet their needs.

H-4, T-G

Inform participants that during this session that their "teams" will be working on the next section of their Systemic Change Worksheet (H-4 and T-G) and responding to the following three indicators:

> Program action plans are collaboratively developed with adults and are based on assessment information and the learner's goals.
>
> Appropriate curricular options for adults with learning disabilities are used to implement program action plans.
>
> Instructional plans lead to instructional activities that are sensitive to the information-processing characteristics and needs of adults with learning disabilities.

Tell participants that this overview was designed to help them focus on the importance of the activities that will be provided in Session 3.

II. Planning for Instruction: Summary Profiles

45 min.

Materials	**Activities**
H-5 a, b, c H-6	Form teams of 4. Tell participants that the scenarios of Alex and Delia (pp. 9, 22, 24, 25, 28, 30, 36-38) will be used to guide them through the process of planning for instruction. They should read/review the related chapter content as well as the scenarios themselves as they mirror the following activities. Forms have been provided: H-5 a, b, and c to help them organize their findings. Any questions, confusion, or changes should be noted in the space provided at the end of each form.

All participants should read the scenarios for *both* Alex and Delia. Within each team of 4, however, 2 members will be responsible for completing H-5 a, b, and c for Alex, and 2 members will complete H-5 a, b, and c for Delia.

T-H
H-5 a,b,c

Participants should now turn to H-5 a, b, and c. Show T-H, the blank form of H-5. Tell them they will want to review the Scenarios in *Guidebooks 1* and *2* as they complete H-5 a, b, and c.

As you show T-H, you will want to pause on T-H_3 to make sure everyone understands "goals and objectives." The "goal" is the reason the learner is in your program and it is likely to be a long-term one. "Objectives" break that goal into smaller pieces that are attainable and measurable.

For example, a goal may be "learning to read." For an adult with learning difficulties, the immediate short-term objective may be as small as learning the short and long sounds for the letter "a." Thus the objective might be stated: The learner is able to accurately reproduce the short sound of "a" when it is encountered in a word like "mat."

T-I

Show T-I, "Cycle for Assessment and Instruction" (through step 5).

(Note: Pairs do not have to accept the decisions made in the scenarios by the tutors and Alex and Delia. They may change them or add to them as long as they have justification for the changes or additions.)

As the pairs within each team complete H-5 a, b, and c, they should share with the other pair their findings, so that each team of 4 is informed about decisions for both Alex and Delia.

Next, ask only one team to report on Alex. Invite other teams to present differences from their profiles, if any. (Note: Teams may elect to change their summaries or keep them as originally developed.)

Follow the same procedure for Delia. All participants should now feel comfortable with the developed profiles for both Alex and Delia.

BREAK * 15 min.

*(Note: Breaks can be taken at any appropriate time.)

III. Planning for Instruction: Creating an Instructional Plan *45 min.*

Materials	**Activities**
	Announce that the next task is to develop instructional plans.
T-J	Show T-J, "Cycle for Assessment and Instruction" (through step 6) and inform teams they will now work on constructing instructional plans for Alex and Delia.
H-6 -- T-K	At this point, teams should return to their original configurations: 2 members working with Alex and 2 members working with Delia, and complete H-6. (Show T-K as an illustration of the blank H-6.) Remind teams that they may change or add to any arrangements made by the tutors and learners and to note the reasons for any changes. At the conclusion of this process, team members will follow the same procedures as used with the earlier worksheets: Share first as a team, then select a team to report their findings to the whole group on Alex and a different team report on Delia. Any changes or additions should also be explained and justified. Allow other teams to make changes or to keep their plans as originally designed.

Note: If there are at least 4 teams of 4, then 4 different teams should be asked to report on one of the results to increase participation.

IV. Selecting Instructional Materials *60 min.*

Materials	**Activities**
	A. Eight Standards.
H-7 a, b, c, d T-L 1, 2, 3, 4 T-M	Ask participants to turn to H-7 a,b,c,d and T-L1,2,3,4 a blank report card on Instructional Materials). Ask them to look at Column 1, "Standards." Show T-M, "Standards for Selecting Instructional Materials." Point out that the 8 standards are used to evaluate all materials and that Column 2 of the report card, "Look For" suggests specific items that would identify quality materials.

Note: It is probably a good idea to briefly walk participants through the report card (H-7 a, b, c, d and T-L 1, 2, 3, 4). First, make sure everyone understands the face-plate instructions at the top of the Report Card. Next, quickly walk through the 8 standards. Tell participants that you may revisit these report cards during Session 4.

Tell participants they will be using the blank report card to evaluate a specific material for its appropriateness for use with adults with learning disabilities or possible LD, and especially for Alex and Delia.

B. Report Card.

Groups should continue in the same teams of 4. The entire team will be asked to complete a report card for a specific material such as *Starting Over* by Joan Knight (Educators' Publishing Services). Distribute 1 or 2 copies of *Starting Over* or other material to each team of 4.

Note: The advantage of using one of the report card materials such as Starting Over *is that their results can be compared with the one in this section.*

H-7 a, b, c, d T-L 1, 2, 3, 4	Each team will need at least 2 copies of the blank report card (H-7 a, b, c, d) plus a transparency of the blank report card (T-L 1, 2, 3, 4). Tell each team to use H-7 as a work sheet and then to put finished results on the transparency. Once the text has been evaluated on the 8 criteria by the teams of 4, the Alex and Delia pairs will look again at *Starting Over* to see if it would be appropriate for either of these learners. (Note: Tell par-

ticipants they should begin this task when they return from lunch, if they are at this juncture.)

LUNCH 60 min.

After completing the report card, teams will report back on the appropriateness of the text for adults with LD. Ask one team to report (using the completed transparency) and invite others to make additions or suggestions using their own transparencies as illustrations. (Collect all completed transparencies after the feedback sessions.)

Other options for conducting this activity include:

- Evaluate materials in triads. One person has the book, one has the standards and one has the report card.
- During response, ask only one group to put the results on transparencies. As they report, other groups can report their differences as well as cite the source of information, so it can be located again.

Before getting feedback on Alex and Delia, ask all participants to read or review *Guidebook 3*, pp. 41-42, and to decide if they would suggest any specific adaptations for Alex or Delia.

Then ask one person to report on the relevance of *Starting Over* for Alex, including suggested adaptations. General discussion should follow. The same pattern is then followed for Delia.

At this point, if *Starting Over* is used, call attention to the already completed report cards in Appendix B, *Guidebook 3*, pp. 71-192, and note that the one they have completed is one of those, should they wish to compare their findings with those of the *Guidebook 3* authors.

(Note: No discussion is recommended for this comparison. Teams can decide on their own whether they missed any items noted by the *Guidebook* authors.)

T-N In summary, review the steps on T-N, "Steps for Applying Standards to Instructional Materials," and ask if there are any questions on the process of applying standards to the selection of instructional materials.

BREAK 15 min.

V. Planning for System Change: Site Team Reflection *60 min.*

Materials	**Activities**
H-4, T-G	As a final activity for *Guidebook 3*, participants should be regrouped into their site-teams and invited to continue planning for systemic change at home. The additional questions (Use H-4 and T-G, copies of the systemic change worksheet) for them to consider at this point are those previewed at the beginning of this session:

1. Are program action plans collaboratively developed with adults and based on assessment information and the learner's goals?
2. Are appropriate curricular options for adults with learning disabilities used to implement program action plans?
3. Do instructional plans lead to instructional activities that are sensitive to the information-processing characteristics and needs of adults with learning disabilities?

Participants may want to look back at their entire sequence of Systemic Change Worksheets at this point to review what is existing and what needs to be put into place in their plans for systemic reform before moving to the final session on instruction. (Those worksheets can also be found in Appendix F.)

VI. Wrap-Up for Session 3 *45 min.*

T-O	Summarize what has been accomplished during this session (Show T-O, "Cycle of Assessment" through step 7) and describe what is projected in Session 4: The Teaching/Learning Process.

Note: If time permits, this might be a good juncture to solicit some feedback from sites on the general direction of change and some of their specific plans. Sites may be able to build on the changes planned by others.

Total time for Session 3: 4 hours, 50 minutes

Handout Masters
Session 3

Session 3 Objectives

By the end of this Professional Development session participants will be able to:

- **Use assessment information to construct a profile for client/learners with LD.**
- **Develop instruction or a service provision plan based on the needs and strengths of individual adults with LD.**
- **Describe a process for selecting appropriate instructional materials based upon standards.**
- **Reflect on their own programs and continue designing systemic reform of literacy programs serving adults with LD.**

Session 3 Agenda

Overview of Session 3

Planning for Instruction: Summary Profiles

Planning for Instruction: Creating a Plan

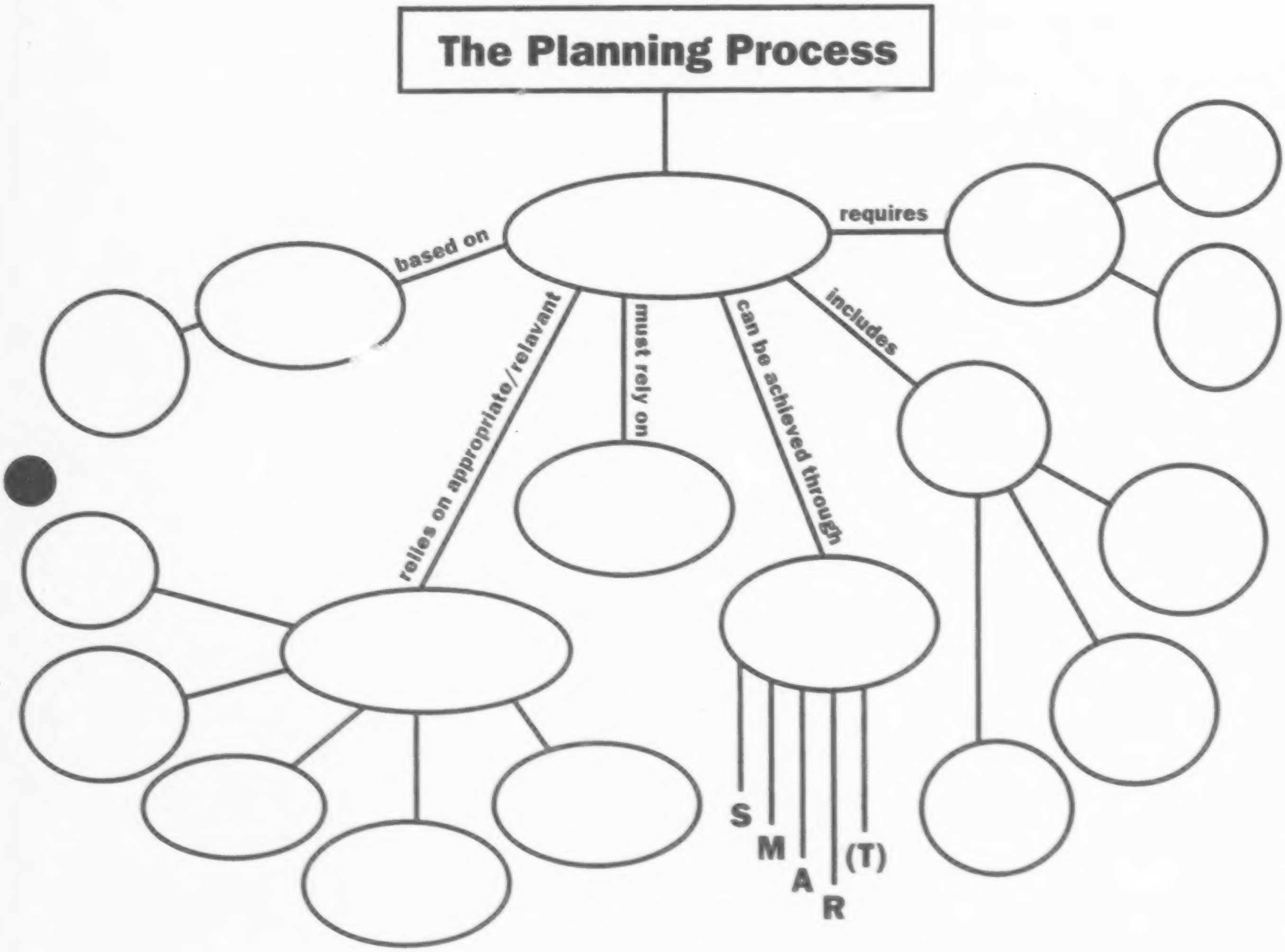
Selecting Instructional Materials

- Standards for Selection
- Using and Completing Report Cards for Instructional Materials

Planning for Systemic Change and Site Team Reflection

- Reflecting on Home Site Needs
- Developing a Program for Systemic Reform

Graphic Organizer for *Guidebook 3*


The Planning Process
based on
requires
relies on appropriate/relavant
must rely on
can be achieved through
includes
S
M
A
R
(T)

Systemic Change Worksheet 3

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
Program Action Plans are collaboratively developed with adults and are based on assessment information and the learner's goals. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that assessment information is used to develop learner profiles that can be used for instructional planning.					
	☐ Written policies, procedures, and practices ensure that learner profiles are used to create action plans that define the learner's participation in the literacy program.					
	☐ Written policies, procedures, and practices ensure that learners are involved in charting the direction of program action plans.					
Appropriate curricular options for adults with learning disabilities are used to implement program action plans. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that appropriate curriculum options and resources available for enhancing basic skills, learning strategies, social skills, content mastery, and self-advocacy are used in instructional plans.					

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
	☐ Written policies, procedures, and practices ensure that the best mix of curricular options are appropriately selected and implemented for each learner.					
	☐ Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.					
	☐ Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice and compensate for shortcomings by collecting other assessment information.					
	☐ There are clear guidelines for altering instruction based on different types and levels of assessment information.					
Instructional plans lead to instructional activities that are sensitive to the information processing characteristics and needs of adults with learning disabilities. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure legal accommodations and adaptations are appropriately included in instructional plans.					
	☐ Written policies, procedures, and practices ensure instructional plans are derived from program action plans.					
	☐ Instructional plans are developed prior to instructional sessions and are modified as needed during interactions with the learner.					

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Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
	☐ **Instructional plans respond to how the learner acquires, stores, retrieves, and expresses information, and to how she or he demonstrates competence.**					
	☐ **Instructional plans are verbally and graphically shared with the learner through the use of critical questions, graphic organizers, and cumulative reviews.**					

(Note: This chart is a continuation of H-8 for *Guidebook 1* and H-3 in *Guidebook 2*. Another series of questions will be be asked for *Guidebook 4*. Please use the format sent earlier and just continue with it.)

Planning for Instruction: Creating a Summary Profile and an Instructional Plan

Guidebook 3: Name of Learner (Alex or Delia) ______________.

1. Summarize the key information that CLC staff has learned about this person. In column 3 list the general source of that information. Examples:

Placements test(s)
Diagnostic test(s)
Surveys or questionnaires
Interviews

Strengths	***Challenges***	***Sources of Information***

Progress tests
Informal observations
The screening process

2. List the person's long-term goal(s) or reasons for coming to the program:

3. Describe what you think this person's instructional needs are based on the above information:

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Planning for Instruction: Creating an Instructional Plan (continued)

4. In the chart below, check one or more curricula options that you think would be appropriate for this person. You can select the same one identified by CLC or make a different decision. Briefly indicate your reasons.

Curricula Options	***Reasons for Recommending***
☐ **Basic Skills**	
☐ **Learning Strategies**	
☐ **Critical Content**	
☐ **Social Skills**	
☐ **Self-Advocacy**	

5. List two short-term learning goals that you could suggest to this person. Consider the person's long-term goal for coming to the program as well as the other information you have learned about him or her. Beneath each goal list some measurable and attainable objectives that would help you plan your instruction to meet the goal and that would give the learner a sense of progress.

Goal #1:
Objectives:

Goal #2:
Objectives:

Planning for Instruction: Creating an Instructional Plan (continued)

6. **You have completed a report card on an assigned instructional material. Describe how you would adapt it if you chose to use it with this learner.**

Name of Material:________________

____

____

Adaptations that would be needed:

SMARTER Planning and Teaching

(Incorporating Levels of Skill and Strategy Acquisition)

(Read pp. 31–36 in Guidebook 3.)

Shape Critical Questions.

Map Critical Content.

Analyze for Learning Difficulties.

Reach Instructional Decisions.

National ALLD Center Report Card on Instructional Materials

Instructional Material ______________________

____

Publication Date ______________________

Edition ______________________

Author ______________________

Publisher ______________________

Address ______________________

____

Phone ______________________

Fax ______________________

Initial Cost ______________________

Usage Cost ______________________

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape
☐ Computer
☐ Student Workbook
☐ Audiotape
☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) ______________

____

____

____

Non-English Version ☐ No ☐ Yes (Specify) ______________

Other Product Information ______________________

____

Conclusions ______________________

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The instructional material results can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress, that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	

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Standards	Evaluation Process	Evidence
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	

Transparency Masters

Session 3

Needs Assessment Questions

1. Are program action plans collaboratively developed with adults and based on assessment information and the learner's goals?
2. Are appropriate curricular options for adults with learning disabilities used to implement program action plans?
3. Do instructional plans lead to instructional activities that are sensitive to the information processing characteristics and needs of adults with learning disabilities?

Overview of Professional Development Series

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

- Preparing to Develop the Instruction Plan
- Determining a Curriculum
- Developing the Instructional Plan
- Selecting Instructional Materials
- Systems and Program Change

Guidebook 4

The Teaching/Learning Process

Guidebook 5

Creating Professional Development Opportunities

Session 3 Objectives

By the end of this Professional Development session participants will be able to:

- **Use assessment information to construct a profile for client/learners with LD;**
- **Develop instruction or a service provision plan based on the needs and strengths of individual adults with LD;**
- **Describe a process for selecting appropriate instructional materials based upon standards; and**
- **Reflect on their own programs and continue designing systemic reform of literacy programs serving adults with LD.**

Session 3 Agenda

Overview of Session 3

Planning for Instruction: Summary Profiles

Planning for Instruction: Creating a Plan

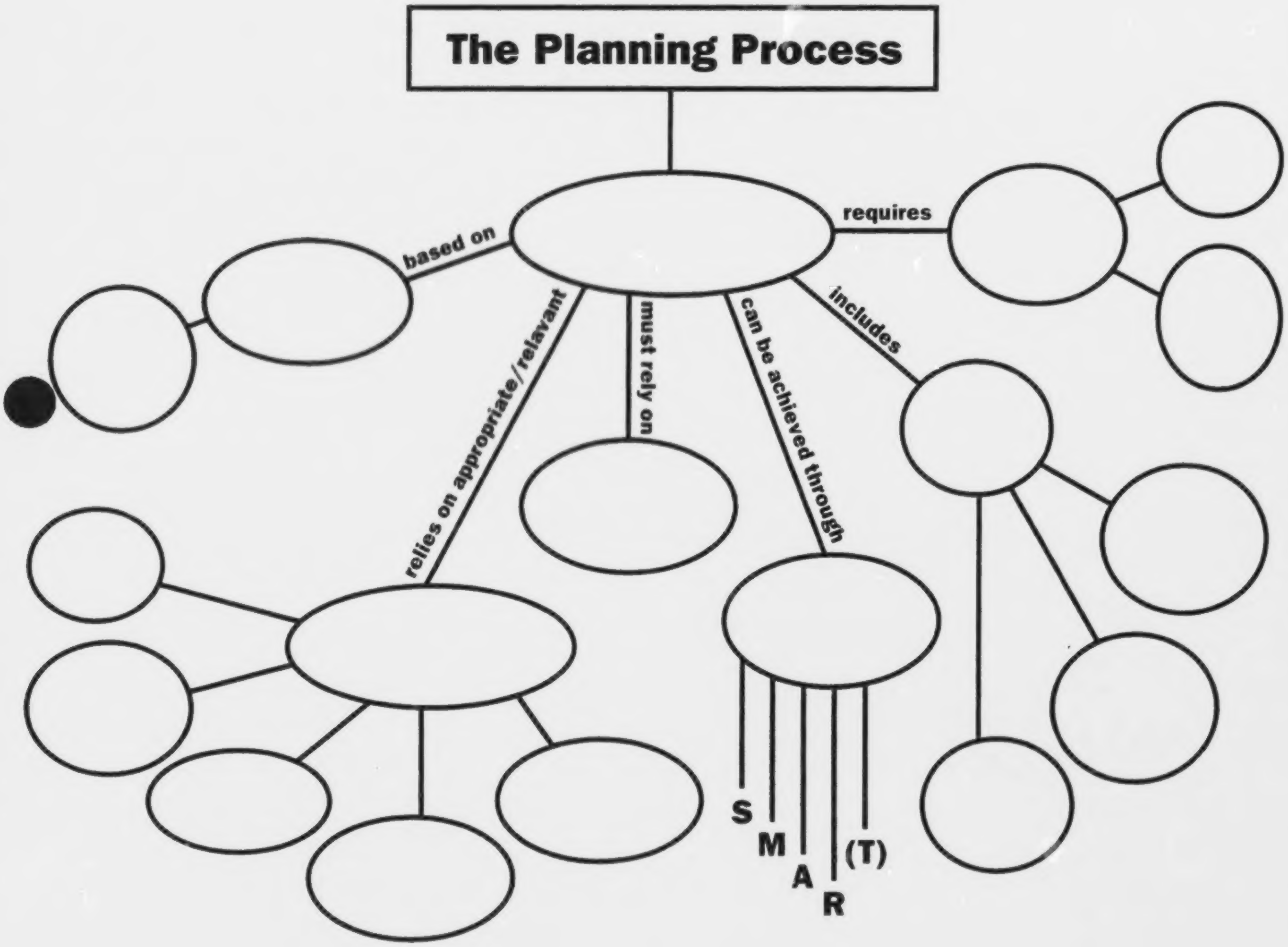
Selecting Instructional Materials

- **Standards for Selection**
- **Using and Completing Report Cards for Instructional Materials**

Planning for Systemic Change

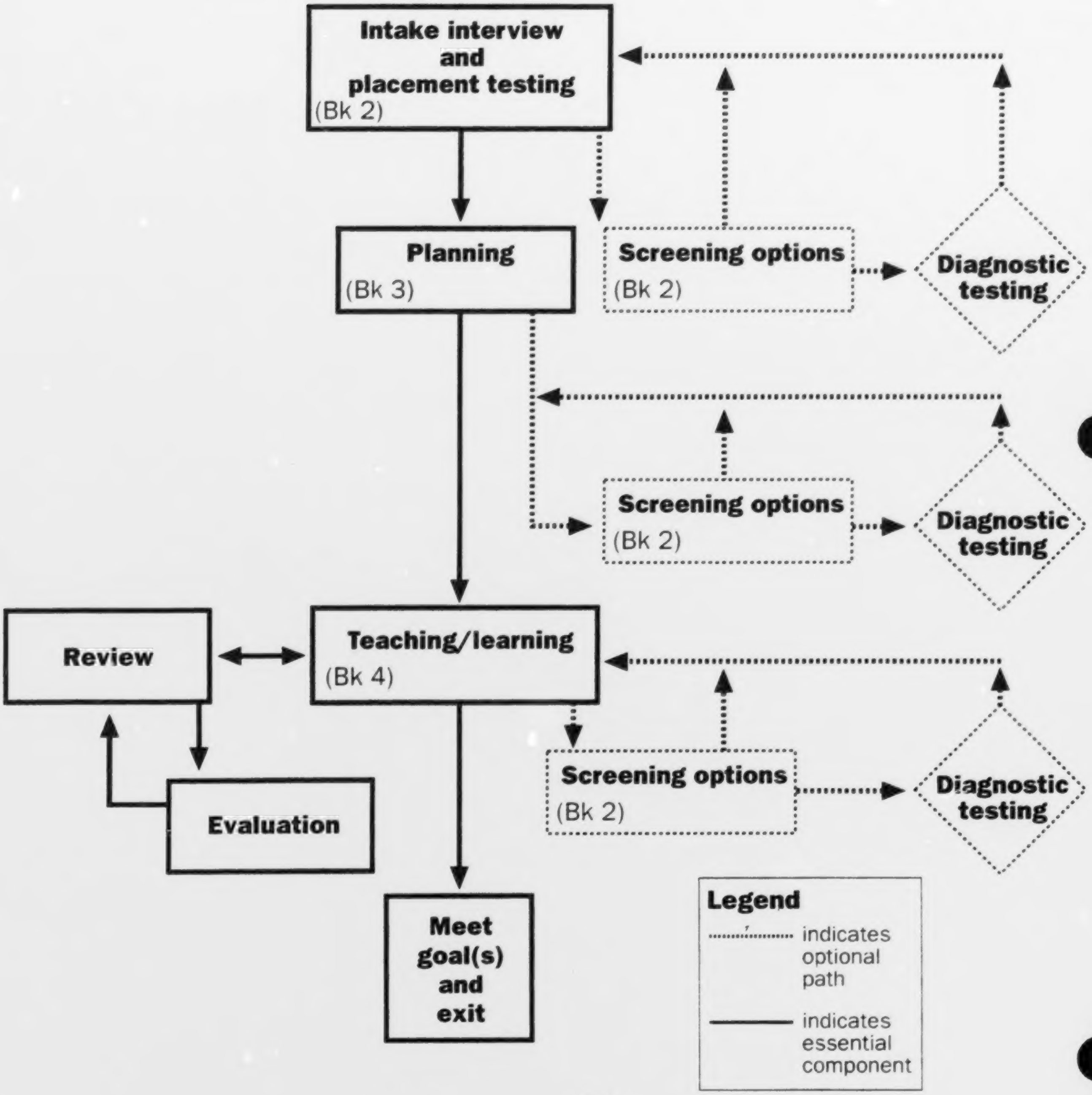
Wrap Up of Session 3

Graphic Organizer for *Guidebook 3*


The Planning Process
based on
requires
relies on appropriate/relavant
must rely on
can be achieved through
includes
S
M
A
R
(T)

93

Model of Adult Literacy Program Services Including the Assessment Process


Intake interview and placement testing (Bk 2)
Planning (Bk 3)
Screening options (Bk 2)
Diagnostic testing
Screening options (Bk 2)
Diagnostic testing
Review
Teaching/learning (Bk 4)
Screening options (Bk 2)
Diagnostic testing
Evaluation
Meet goal(s) and exit
Legend
indicates optional path
indicates essential component

934

Systemic Change Worksheet 3

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
Program Action Plans are collaboratively developed with adults and are based on assessment information and the learner's goals. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that assessment information is used to develop learner profiles that can be used for instructional planning.					
	☐ Written policies, procedures, and practices ensure that learner profiles are used to create action plans that define the learner's participation in the literacy program.					
	☐ Written policies, procedures, and practices ensure that learners are involved in charting the direction of program action plans.					
Appropriate curricular options for adults with learning disabilities are used to implement program action plans. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that appropriate curriculum options and resources available for enhancing basic skills, learning strategies, social skills, content mastery, and self-advocacy are used in instructional plans.					

T-G1

935

936

Instructional plans lead to instructional activities that are sensitive to the information processing characteristics and needs of adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that the best mix of curricular options are appropriately selected and implemented for each learner.**					
	☐ **Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.** ☐ **Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice and compensate for shortcomings by collecting other assessment information.** ☐ **There are clear guidelines for altering instruction based on different types and levels of assessment information.** ☐ **Written policies, procedures, and practices ensure legal accommodations and adaptations are appropriately included in instructional plans.** ☐ **Written policies, procedures, and practices ensure instructional plans are derived from program action plans.** ☐ **Instructional plans are developed prior to instructional sessions and are modified as needed during interactions with the learner.**					

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	☐ **Instructional plans respond to how the learner acquires, stores, retrieves, and expresses information, and to how she or he demonstrates competence.**					
	☐ **Instructional plans are verbally and graphically shared with the learner through the use of critical questions, graphic organizers, and cumulative reviews.**					

(**Note:** This chart is a continuation of H-8 for *Guidebook 1* and H-3 in *Guidebook 2*. Another series of questions will be be asked for *Guidebook 4*. Please use the format sent earlier and just continue with it.)

T-G3

Planning for Instruction: Summary Profile

Guidebook 3: Name of Learner (Alex or Delia) _______________.

1. Summarize the key information that CLC staff has learned about this person. In column 3 list the general source of that information. Examples:

Placements test(s)
Diagnostic test(s)
Progress tests
Informal observations
Surveys or questionnaires
Interviews
The screening process

Strengths	***Challenges***	***Sources of Information***

2. List the person's long-term goal(s) or reasons for coming to the program:

3. Describe what you think this person's instructional needs are based on the above information:

Planning for Instruction: Summary Profile (continued)

4. In the chart below, check one or more curricula options that you think would be appropriate for this person. You can select the same one identified by CLC or make a different decision. Briefly indicate your reasons.

Curricula Options	*Reasons for Recommending*
☐ **Basic Skills**	
☐ **Learning Strategies**	
☐ **Critical Content**	
☐ **Social Skills**	
☐ **Self-Advocacy**	

5. List two short-term learning goals that you could suggest to this person. Consider the person's long-term goal for coming to the program as well as the other information you have learned about him or her. Beneath each goal list some measurable and attainable objectives that would help you plan your instruction to meet the goal and that would give the learner a sense of progress.

Goal #1:
Objectives:

Goal #2:
Objectives:

Planning for Instruction: Summary Profile

6. You have completed a report card on an assigned instructional material. Describe how you would adapt it if you chose to use it with this learner.

Name of Material:________________

____

____

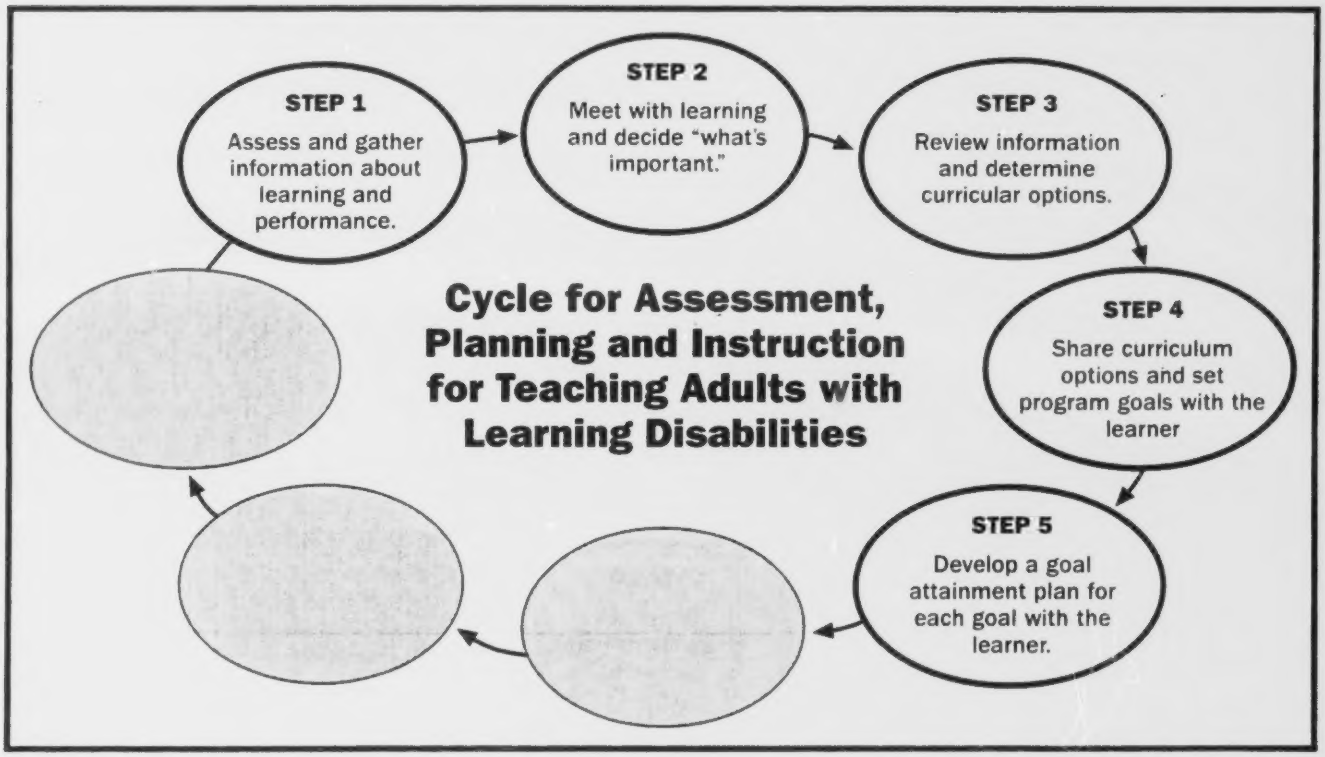
Adaptations that would be needed:

____

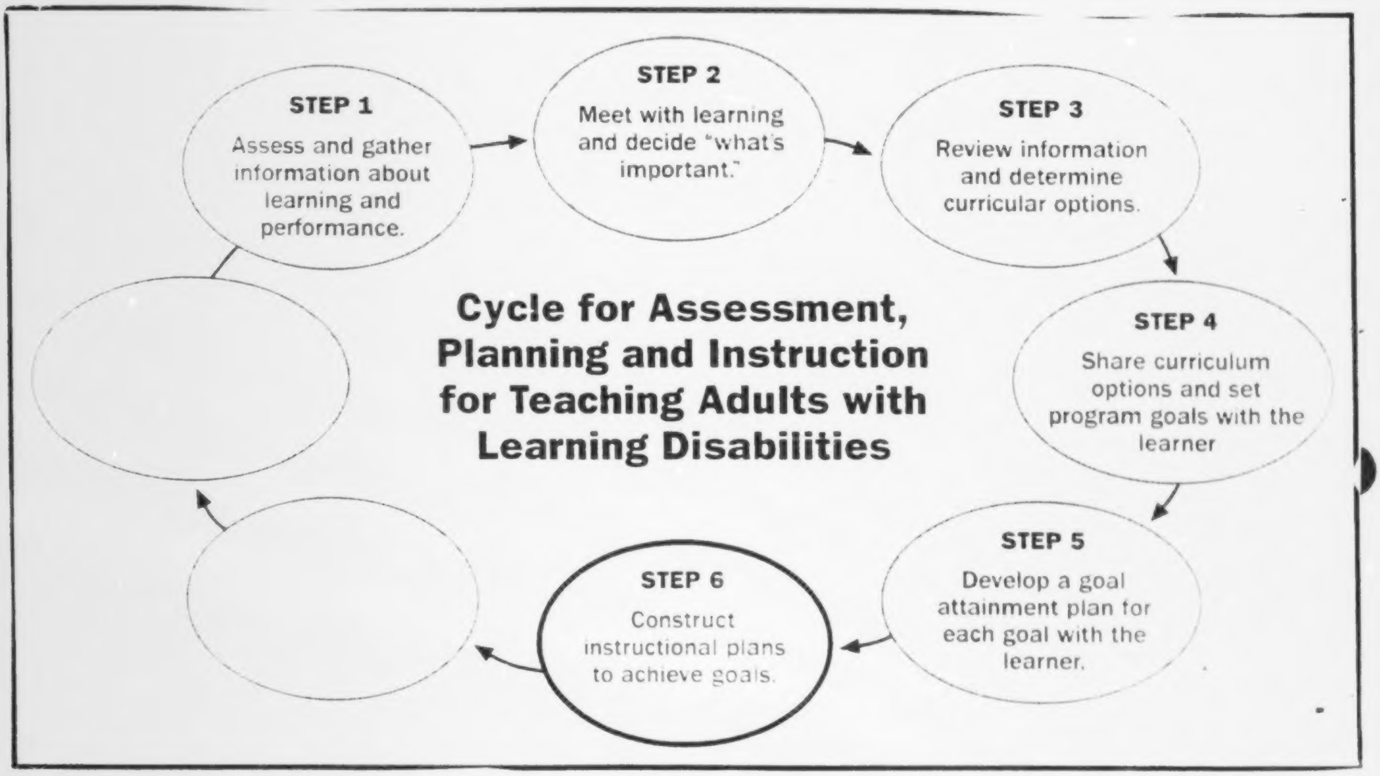
____

____

Cycle for Assessment Chart


STEP 1
Assess and gather information about learning and performance.
STEP 2
Meet with learning and decide "what's important."
STEP 3
Review information and determine curricular options.
Cycle for Assessment, Planning and Instruction for Teaching Adults with Learning Disabilities
STEP 4
Share curriculum options and set program goals with the learner
STEP 5
Develop a goal attainment plan for each goal with the learner.

Cycle for Assessment Chart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Share curriculum options and set program goals with the learner
STEP 5
Develop a goal attainment plan for each goal with the learner.
STEP 6
Construct instructional plans to achieve goals.

SMARTER Planning and Teaching

(Incorporating Levels of Skill and Strategy Acquisition)
(Read pp. 31–36 in Guidebook 3.)

Shape Critical Questions.

Map Critical Content.

Analyze for Learning Difficulties.

Reach Instructional Decisions.

National ALLD Center Report Card on Instructional Materials

Instructional Material ____________________

____

Publication Date ____________________

Edition ____________________

Author ____________________

Publisher ____________________

Address ____________________

____

Phone ____________________

Fax ____________________

Initial Cost ____________________

Usage Cost ____________________

Product Contents
(Check all that apply)

☐ Teacher Handbook
☐ Videotape ☐ Computer
☐ Student Workbook
☐ Audiotape ☐ CD-ROM
☐ Instruction Guide
☐ Other (Specify) ____________

____

____

____

Non-English Version ☐ No ☐ Yes (Specify) ____________

Other Product Information ____________________

____

Conclusions ____________________

____

STANDARDS	EVALUATION PROCESS	EVIDENCE
1. The instructional material is effective for teaching adults with LD. Adults with LD generally learn differently and have different learning needs than other adults, even though they may have similar skill levels. Instructional materials designed for adults in general, or for school-age students with LD, may not always be appropriate.	**Look for:** a description of research that indicates the instructional material is effective for adults with LD. **You should find:** • studies that included adults with LD; • comparisons to other approaches; • statistical or descriptive results that describe how the instructional material worked with adults with LD.	

T-La

STANDARDS	EVALUATION PROCESS	EVIDENCE
2. The instructional material is appropriate for an adult, regardless of the person's age, gender, race, ethnicity, and primary language. Depending upon any combination of these factors, a material or practice may be respectful/derogatory, ir/relevant, un/motivating, un/meaningful, and affirming or stereotypic and biased for a given individual.	**Look for:** a description of research that indicates the instructional material is effective for adults similar to those with whom you wish to use the instructional material. **You should find:** • studies that included adults with the same characteristics as persons with whom you will use the instructional material.	
3. The instructional principles used to promote learning are clearly stated and consistent with what is known about LD. Instructional materials are effective when they incorporate specific teaching and learning principles consistent with the unique needs of an adult with LD. Instructional principles, or essential teaching and learning practices for adults with LD, take into account both adult learning and learning disabilities.	**Look for:** a description of the principles this material is based upon. Compare the stated principles to what research has told us about the strengths and weaknesses of adults with LD. **You should find:** • statements of specific teaching practices to be followed (for example: providing advanced organizer or having students question each other); • statements of specific learning practices that should be followed (for example: correcting own work or generating 3 work samples).	
4. The learning outcomes that can be expected are clearly described. Simply completing a task does not indicate an adult learner's proficiency with a certain skill. A statement of what an adult learner should be able to do/know upon completing a task will help you set student expectations and plan assessments.	**Look for:** a statement of objectives or competencies that the student should achieve by using the instructional material. **You should find:** • a list or description of measurable skills or knowledge that an adult learner will have mastered upon successful completion of the material.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
5. The instructional material results can be used to make decisions regarding further instruction. Successful completion of any instructional material rarely signifies that a student has mastered an entire area or competency. In order to provide a comprehensive education, the practitioner should be given guidance regarding subsequent areas the student may need to address. (Information should be available for students who have/have not achieved specified competencies.	**Look for:** materials or guidelines for documenting the learner's skill proficiency, in a format useful for deciding what instructional material to use next. **You should find:** • guidelines to document learning progress, that are useful for assessing outcomes once the instruction is completed; • recommendations for actual materials to use next; • recommendations for specific skills/competencies the adult learner should address next.	
6. Procedures for checking the learner's progress are clear and easy to use. To determine if an adult learner is benefiting from an instructional material, you should be able to identify how well the adult is meeting certain benchmarks for progress while using it.	**Look for:** an easy-to-follow description of how learner progress is documented. **You should find:** • a description of procedures; • prompts for questions to ask; • a graph useful for documenting an adult learner's progress.	
7. The requirements for literacy practitioners to learn to use the instructional material are reasonable. To properly use an instructional material, a teacher should have some training in advance. "Training" may be as simple as a written description of procedures to follow, or as involved as participating in an intensive workshop.	**Look for:** a description of training requirements for learning how to use the instructional material. **You should find:** • a listing of what aspects of application the practitioner should be trained in; • recommendations for how the practitioner should go about being trained; • guidelines for determining whether the practitioner has satisfied the training requirements. Participation in training without any outcome measures is not sufficient.	

STANDARDS	EVALUATION PROCESS	EVIDENCE
8. The instructional material may be used in a variety of instructional situations in the literacy program. Staff in literacy programs serve adult learners with diverse needs and have limited resources. Instructional materials can be used with a variety of students, as well as in a variety of instructional contexts (such as grouping format or presentation style).	**Look for:** information that describes various ways the instructional material or practice can be used in teaching/learning situations/environment. **You should find:** • descriptions of multiple ways to teach/study using the material or practice; • descriptions of different learning tasks and/or contexts in which the material or practice can be effective.	

Standards for Selecting Instructional Materials

1. The instructional material is effective for teaching adults with LD.

2. The instructional material is appropriate for an adult regardless of age, gender, race, ethnicity and language.

3. The instructional principles used to promote learning are clearly stated and consistent with what is known about learning disabilities.

4. The learning outcomes that can be expected are clearly described.

5. The instructional material results can be used to make decisions about further instruction.

6. The procedures for checking the learner's progress are clear and easy to use.

7. The requirements for literacy practitioners to learn to use the instructional material are reasonable.

8. The instructional material can be used in a variety of instructional situations within the literacy program.

(Section 4, Guidebook 3, pp. 43-50)

Steps for Applying Standards to Instructional Materials

Step 1: Know the standards for selecting instructional materials.

Step 2: Consider selection priorities.

Step 3: Gather information about instructional materials.

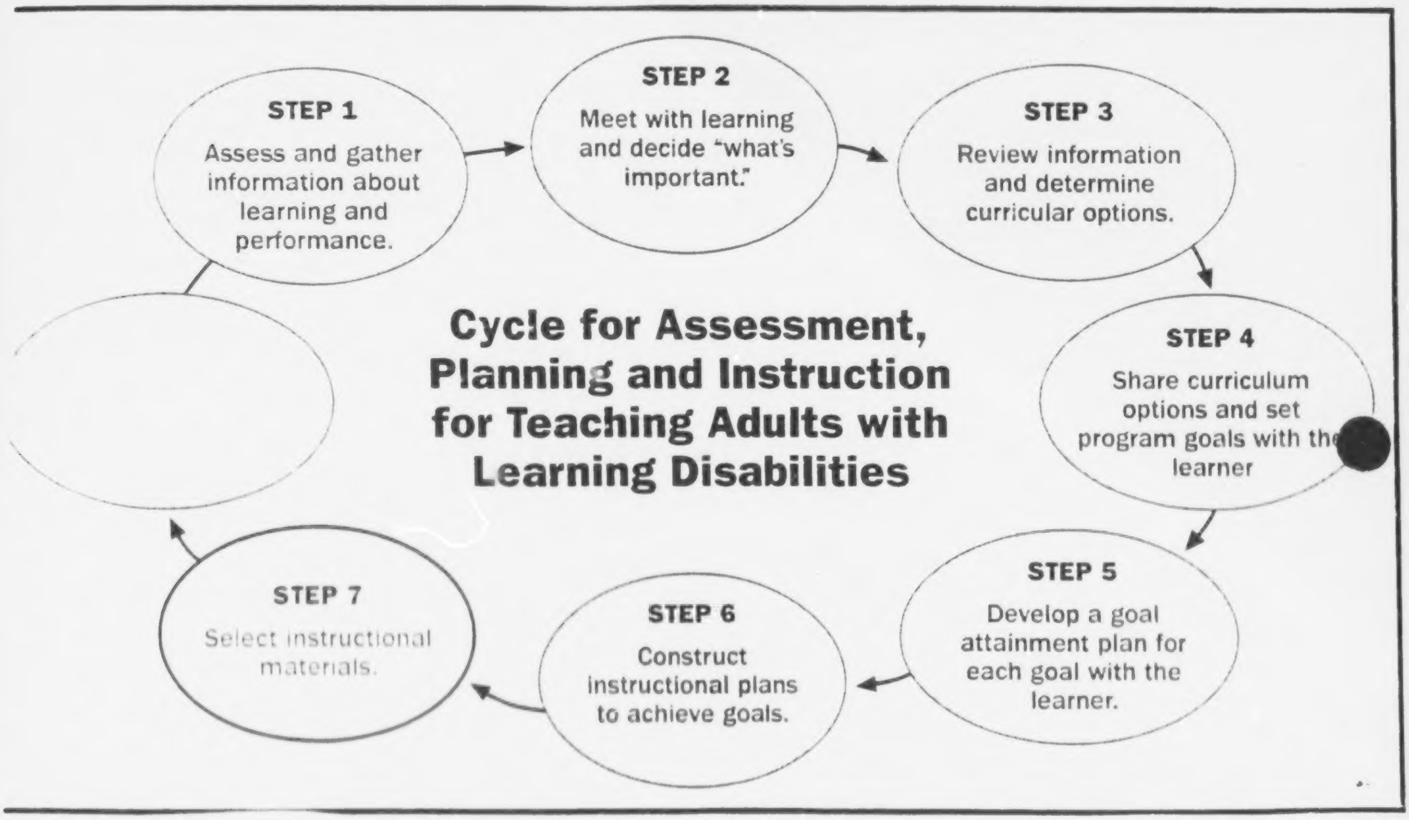
Step 4: Review materials using the standards.

Step 5: Develop conclusions

Step 6: Consider whether special adaptations may be needed

(Section 4, Guidebook 3, pp. 48-49)

Cycle for Assessment Planning and Instruction for Adults with LD


STEP 1
Assess and gather information about learning and performance.
STEP 2
Meet with learning and decide "what's important."
STEP 3
Review information and determine curricular options.
Cycle for Assessment, Planning and Instruction for Teaching Adults with Learning Disabilities
STEP 4
Share curriculum options and set program goals with the learner
STEP 5
Develop a goal attainment plan for each goal with the learner.
STEP 6
Construct instructional plans to achieve goals.
STEP 7
Select instructional materials.

T-O

Session 4, Guidebook 5 Professional Development Activities for *Guidebook 4: The Teaching/Learning Process*

Contents for Session 4

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Handout Masters

H-1 Session 4 Objectives
H-2 Session 4 Agenda
H-3a,b,c,d Systemic Change Worksheet
H-4 Characteristics of LD-Appropriate Instruction
H-5 Analysis of the Alex/Delia Case Studies
H-6a, b Smarter Planning and Teaching
H-7 Components of Collaborative Teaching/Tutoring
H-8 Video Focus Worksheet

Transparency Masters

T-A Needs Assessment Questions
T-B Overview of Professional Development Series
T-C Session 4 Objectives
T-D Session 4 Agenda
T-E Model of Adult Literacy Program Services
T-F$_{1,2,3,4}$ Systemic Change Worksheet #4
T-G Characteristics of LD-Appropriate Instruction
T-H$_{1,2}$ SMARTER Planning and Teaching
T-I Components of Collaborative Teaching/Tutoring

Overview: Professional Development Session 4

Objectives:

By the end of this professional development sequence, participants will be able to:

1. Identify the characteristics of LD-appropriate instruction.
2. Apply the characteristics of LD-appropriate instruction to case studies of adults with learning disabilities.
3. Develop lesson plans illustrating "SMARTER" instructional strategies.
4. Identify LD-appropriate accommodations and instructional adaptations and their appropriate use.
5. Complete strategies for systemic reform that are home-site based.

Time Requirements:*

Total time required for *Guidebook 4* professional development sequence is approximately 9 hours 20 minutes.

Materials Checklist:

Hardware:	Overhead projector and screen Video cassette player
Software:	Session handouts Session transparencies Blank transparencies and transparency pens Flip charts, pens, masking tape, and name tags Video

Preparation Checklist:

Duplicate handouts
Check equipment to be sure it is working properly
Set up the room(s) where training activities are to take place.**

---

* Regarding suggested times: All suggested times are the result of field-testing. Agencies should feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to be familiar with the materials prior to the workshop in order to select specific activities if sufficient time is not available or some activities take longer than anticipated. Familiarity with the materials also will enable presenters to personalize the materials by adding anecdotes when appropriate.

** Regarding room set-up: Training activities include both large and small groups. Therefore, the room should be arranged so participants can move about easily. Try to make certain that all participants can see flip charts, overheads, or videos.

Outline for Session 4

Materials	**Activities**	**Estimated Time**
T-A, T-B, T-C T-D, T-E, T-F$_{1,2,3,4}$ H-1, H-2, H-3a,b,c,d	I. Overview of Session 4 A. Relationship to Needs Assessment B. Overview, Objectives & Agenda C. Model of Adult Literacy Programs Services and Systemic Change Worksheet	30 min.
H-4 T-G	II. Characteristics of LD-Appropriate Instruction (A team information-gathering activity)	45 min.
H-5	III. Application of Characteristics of LD-Appropriate Instruction to Alex/Delia Case Studies	45 min.
	LUNCH	
	IV. Demonstration of Instructional Strategies (Concurrent session for instructor-related participants)	60 min.
	BREAK	
H-6 (a,b) H-7 (a & b) T-H (1 & 2)	V. Application of Instructional Strategies (Concurrent session continued for instructor-related participants)	60 min.
IV-V.	Concurrent Session for Administrators on Systemic Change Worksheets	120 min.
H-7; T-I	VI. Demonstration of Collaborative Tutoring (Optional activity)	45 min.
H-3; T-F	VII. Site Team Final Plans for 45 min. Systemic Change (For all team members)	
T-G; T-H	VIII. Feedback from Site Teams on Plans for Systemic Change	45 min.
	Break	15 min.
Appendix C	IX. Summary, Evaluation, and Wrap-Up	60 min.
Video H-10	X. Video Revisited	(15 min.)
Total time for Session 4:		7 hours

Preparation for Session 4

☐ Duplicate all handouts (H-1 through H-8) for Session 4 and arrange them into packets. (By providing one packet of materials to each participant, constant handling of materials during the session can be avoided.) Some exceptions exist if the handout should not be seen before its use.

☐ Make transparencies from the Transparency Masters provided for Session 4.

☐ Review results of any needs assessments or questionnaires previously sent out. It may be appropriate to make transparencies or handouts summarizing participant data related to Session 4.

☐ Order all equipment (*e.g.*, overhead projector and video player) and make sure they are operating correctly. Also check any room screens for size and clarity of print from a distance.

☐ Have available such materials as: flip chart, pens, masking tape, blank transparencies, name tags, and video tape.

☐ Arrange for a place to hold Session 4 (if different from Session 3) and make sure it has sufficient space and movable chairs for breakout activities. Consider which room arrangement style will best facilitate communication and activities.

☐ Arrange for any refreshments that will be made available.

☐ Review the Professional Development Manual for *Guidebook 4* (Session 4) including all handout and transparency masters. Give special attention to the Facilitators' Notes.

Facilitators' Notes for Session 4

The Teaching/Learning Process

I. Overview of Session 4 *30 min.*

Materials

Activities

Welcome participants to Session 4. (Note: In most instances participants should be continuing from Session 3. If there are new or different participants, some form of introductions should be provided, preferably briefly.)

Note: It is assumed that this session is directly following Session 3. If this is not the case, you may want to refer to Session 1 for appropriate opening activities.

A. Relationship to Needs Assessment

T-A

After any necessary introductions, show T-A:

1) Is the integrity of curriculum options and materials maintained during instructional activities?

2) Does the instructional environment address the needs of adults with learning disabilities while promoting?

3) Do the principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities?

4) Are models of LD-appropriate instruction used to guide and evaluate teaching activities?

5) Are instructional sessions structured around the goals of teaching, reviewing, and planning?

Ask participants to reflect on these indicators and to recall how they responded to them on their Needs Assessment. Tell them these are key to Session 4 and to the success of teaching adults with learning disabilities. Provide a brief summary of the Needs Assessment responses to the *Guidebook 4* indicators (above).

Materials	**Activities**
	B. Overview, Objectives, Agenda
T-B;T-C;T-D H-1;H-2	Next, provide a quick overview of Session 4, including *Bridges to Practice* Transparency (T-B) with *Guidebook 4* shaded. Call attention to the fact that the content of *Guidebook 4* is also reflected in the objectives and agenda of this session. Show T-C, "Session 4 Objectives" (refer participants to H-1) and then refer them to H-2 (Session 4 Agenda) and show T-D, Agenda.
	C. Model of Adult Literacy Programs Services and Systemic Change Worksheet
T-E	Follow the above series of overheads and transparencies with T-E, "Model of Adult Literacy Programs Services." State that the emphasis of this session will be on teaching adults with LD.
H-3a,b,c,d T-$F_{1,2,3,4}$	Inform participants that during this session their "teams" will be working on the final section of their Systemic Change Worksheet (T-F and H-3) and responding to the following indicators: 1) Is the integrity of curriculum options and materials maintained during instructional activities? 2) Does the instructional environment address the needs of adults with learning disabilities while promoting? 3) Do the principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities? 4) Are models of LD-appropriate instruction used to guide and evaluate teaching activities? 5) Are instructional sessions structured around the goals of teaching, reviewing, and planning? Tell participants that this overview was designed to help them focus on the importance of the activities that will be provided in Session 4.

II. Characteristics of LD-Appropriate Instruction

45 min. incl break

Materials	Activities
	Have each participant read carefully and individually the "Characteristics of LD-Appropriate Instruction" in *Guidebook 4* (pp. 41-49). Tell them that these characteristics should be present in all of the activities for this session. (Allow 15 minutes to read these 10 pages.)
H-4 T-G	After the 15-minute reading activity, have participants turn to H-4a and b and show T-G, "Characteristics of LD-Appropriate Instruction."
	Review each of the 12 characteristics in the large group, allowing volunteers to explain briefly what each characteristic represents. (Select as many different participants as possible and allow for additional comments if any are needed.) This should take no more than 30 minutes, but these represent the foundation for the demonstrations and lesson planning that follow, so are worth that amount of time.

III. Application of Characteristics of LD-Appropriate Instruction to Alex/Delia Case Studies

45 min.

Materials	Activities
	Participants should stay in their teams for this activity, which is designed for them to apply the information just reviewed to the Alex and Delia case studies.
H-5 Appendix D	Half of team members (2 or 3) are asked to review the Delia case study; the other half are asked to review Alex. Each sub-team is then asked to complete H-5 and report to the entire team.
	Participants should refer to the complete case studies in Appendix D.
	This process will require the teams to discover if they recall the main points reported and to see how these

Materials	**Activities**
	are applied to a simulated case study. They may decide, for example, that additional adaptations or accommodations are in order or that some important principles of LD instruction are not included. This intermediate step is intended to help prepare team members for designing their own lesson plan in a later activity.
	If time permits, it would be helpful to learn if different teams made different changes and the reasons for those. Therefore, it is suggested that one team be selected to report on Delia and a different team on Alex. Then allow the whole group to respond to those suggestions.
	This process should also allow facilitators to clarify issues, so that all participants move forward with a common understanding.
	LUNCH BREAK

If participants are members of teams comprised of administrators, coordinators, professional developers, and instructors, it is suggested at this point that the instructors be separated from the other participants and that they attend the "IV. Demonstration of Instructional Strategies" and "V. Application of Instructional Strategies (lesson planning)" while the administrators and quasi-administrators begin work on the strategic change worksheet for Guidebook 4. *Later (VII) the complete teams should meet to review what the instructors learned and what the administrators planned so that appropriate modifications can be made in the systemic change plans and to prepare to present their plans to the whole group.*

IV. Demonstration of Instructional Strategies

60 min.

(Concurrent session for instructor-related participants)

Materials	**Activities**
	Have participants turn to *Guidebook 4* (pp. 21-26) "Direct Instruction" and "Information Processing." (Allow 10 minutes for this reading).
	Next, tell participants that a facilitator will demonstrate this model using a lesson of his or her choice.

Materials **Activities**

Note: The facilitator who demonstrates this model should be throughly conversant with the process and able to answer questions following the demonstration.

Following the demonstration, the facilitator should elicit questions from the group and ask questions of his or her own. For example, questions might be explored such as:

- What learner manifestations send cues that the demonstrated model might be an appropriate approach?
- What content lends itself best to this model?
- Does this model fit best in any particular sequence of strategies?
- Are there guidelines for when this model should be used? Are they interchangeable?

The facilitator may want to close with a brief (5–10 minutes) summary presentation to ensure the model is fully understood.

V. Application of Instructional Strategies *60 min.*

(Concurrent session for instructor-related participants)

Materials	**Activities**
	(Note: Administrators will continue to work on Systemic Change Worksheets. If the demonstrations do not allow sufficient time for this activity, it could be used as a take-home activity if follow-up sessions are planned.)
H-6 a,b T-H$_{1,2}$ Pens	Ask participants to form groups of 4–6. Turn to H-6 a and b (SMARTER). Give each group a blank transparency of H-6 a & b (T-H a & b) and 2 transparency pens. Ask them to write their completed lessons on the transparencies so they can be shared with the whole group.
	Participants will be asked to develop a lesson using the SMARTER model (H-6 a and b). Groups should incorporate in their lessons the Characteristics of LD-Appropriate Instruction and other readings above.

A possible topic for each lesson is suggested in the interest of time. However, if participants feel sufficiently confident and wish to choose a topic of their own, they should (provided they do not spend an undue amount of time just deciding on the topic). An advantage of having them use the same topic is the ability to compare results.

Following the completion of their lessons, randomly select a couple of teams to present their lesson. (Ask additional teams to report any significant differences from the first ones presented.)

The facilitator should next summarize the results of the exercise in general, pointing out strengths and areas that may be deserving of further attention.

VI. Demonstration of Collaborative Teaching/Tutoring

45 min.

(Optional activity)

Note: The following demonstration of collaborative teaching/tutoring is an optional activity that may be used if there is a sizeable number of participants who tutor or coordinate tutorial programs. Otherwise, this activity can be omitted because the strategies reflect the SMARTER process applied to collaborative teaching/tutoring setting.

Materials

H-7

T-I

Activities

A. Presentation. Using T-I and H-7 ("Components of Collaborative Tutoring") the facilitator most knowledgeable about learning disabilities should make a brief presentation (15 minutes) on the concept and process of collaborative tutoring.

B. Role-Play Demonstration. (Either a skill/strategy acquisition or a content mastery session) Select a volunteer participant or another facilitator to role-play what a collaborative tutoring session looks like in action.

C. Debrief and Discuss. At the close of the demonstration, allow time (1) to debrief the person who role-played the learner, (2) to answer any questions and (3) to summarize the process.

VII. Planning for Systemic Change: Site Team Reflection *45 min.*

This is an appropriate place for the complete teams to regroup and review their respective activities. It is especially important to make sure that any relevant information gained by the instructors be reflected in the systemic change plans.

Materials

H-3a,b,c,d

T-$F_{1,2,3,4}$

Activities

Because this is the final session of the first professional development series on *Bridges to Practice*, it may take longer to complete the ongoing plans for systemic change (H-3 and T-F). Adding plans for instructional change is a crucial piece in the overall plan for systemic change.

The teams will probably need a full *45 minutes* to complete their planning and prepare for a report to the whole group on those plans. Encourage teams to use transparencies or other devices to make their reports interesting.

VIII. Feedback from Site-Teams on Plans for Systemic Change *45 min.*

Each team should be allotted up to *10 minutes* for their reports, including what they would like to accomplish before the follow-up sessions, if those are part of your professional development plans.

Break 15 min.

IX. Summary, Evaluation, and Wrap-Up *45 min.*

T-B

Show again the transparency (T-B) on the 5-book sequence of *Bridges to Practice* and briefly summarize for the whole group what has been accomplished during these sessions as well as expectations that site teams have set for themselves.

Review any housekeeping tasks such as availability of *Bridges* and additional professional development. Thank the participants for their sincerity and dedication and hand out evaluation forms (if that procedure was not part of the opening or interim activities). Announce that those forms will be collected in exchange for some small token (your choice).

Although it is not necessary to do so, but exchanging something of value for the evaluation forms increases the chance that all participants will complete the evaluation process.

X. The Video Revisited *15 min.*

Video
H-8

Inform participants that we would like to revisit where we started this series by showing again the video, *Bridges to Systemic Reform.* Ask participants to review the video focus worksheet (H-10), to listen especially for **the steps in systemic reform** and to answer, for themselves, if they now feel more confident in addressing each of these steps.

Show the video.

Handout Masters
Session 4

Session 4 Objectives

By the end of this session, participants will be able to:

- Identify the characteristics of LD-appropriate instruction.
- Apply the characteristics of LD-appropriate instruction to case studies of adults with learning disabilities.
- Develop lesson plans illustrating appropriate instructional strategies.
- Identify LD-appropriate accommodations and instructional adaptations and their appropriate use.
- Complete strategies for systemic reform that are home-site based.

Session 4 Agenda

I. Overview of Session 4

II. Characteristics of LD-Appropriate Instruction

III. Application of LD-Appropriate Instructional Characteristics to Case Studies

IV. Demonstration of Appropriate Instructional Strategies

V. Developing Lesson Plans for Appropriate Instructional Strategies

VI. Demonstration of Collaborative Teaching/Tutoring

VII. Planning for Systemic Reform and Site-Team Reflection

VIII. Feedback from Site-Teams on Plans for Systemic Reform

IX. Summary, Evaluation, and Wrap-Up

X. The Video Revisited

Systemic Change Worksheet #4

Indicators of High-Quality Service ***Our Programs Have:***	***Specifics*** ***Please check***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
The integrity of curriculum options and materials are maintained during instructional activities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that instruction is built around well-defined curriculum options and specific curriculum areas.**					
	☐ **Written policies, procedures, and practices ensure that materials are appropriately used and or modified for use with learners.**					
	☐ **Written policies, procedures, and practices ensure that the content of curriculum options and materials are analyzed and translated into explicit instructional activities.**					

An instructional environment addresses the needs of adults with learning disabilities while promoting. ☐ Yes ☐ No	☐ **Written policies, procedures, and practices ensure that the environment supports learning while supporting independence.**					
	☐ **Written policies, procedures, and practices ensure that adaptations and accommodations are used effectively during instructional sessions.**					
Principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities. ☐ Yes ☐ No	☐ **Written policies, procedures, and practices ensure that principles of LD-appropriate instruction are embedded in teaching activities.**					
	☐ **Written policies, procedures, and practices ensure that practitioners alter instruction to increase the success of teaching practices.**					
Models of LD-appropriate instruction are used to guide and evaluate teaching activities. ☐ Yes ☐ No	☐ **Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of strategic instruction in their instructional activities.**					

	☐ **Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of direct instruction in their instructional activities.**					
	☐ **Written policies, procedures, and practices ensure tutoring sessions are collaborative and revolve around models and principles of LD-appropriate instruction.**					
Instructional sessions are structured around the goals of teaching, reviewing, and planning. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that teaching sessions are well planned, implemented, and evaluated.**					
	☐ **Written policies, procedures, and practices ensure that instructional sessions regularly review progress and provide feedback on specific and overall progress made towards reaching goals.**					

	☐ **Written policies, procedures, and practices ensure that action plans are reviewed and revised at regular intervals.**					

Characteristics of LD-Appropriate Instruction

1. Structured
2. Connected
3. Informative
4. Explicit
5. Direct
6. Scaffolded
7. Intensive
8. Process-sensitive
9. Accommodating
10. Evaluated
11. Generalizable
12. Enduring

Analysis of the Alex/Delia Case Studies

Directions: Depending on which case study you read, please respond for Alex or Delia to the following 3 questions and indicate the reasons for your response.

Questions	Reasons
1. In what ways does _______________ (Alex or Delia's) instruction match the characteristics of LD-appropriate instruction?	
2. What changes in instruction would you suggest?	
3. What are the reasons for these changes?	

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SMARTER Planning and Teaching

(Incorporating Levels of Skill and Strategy Acquisition)
(Read pp. 31–36 in Guidebook 3.)

Shape Critical Questions.

Map Critical Content.

Analyze for Learning Difficulties.

Reach Instructional Decisions.

Teach Strategically

Levels of Skill and Strategy Acquisition

1. **Commitment**
2. **Shape or Describe**
3. **Model**
4. **Verbal Practice**
5. **Supported Practice and Feedback**
6. **Independent Practice and Feedback**
7. **Generalization**

Evaluate Mastery

Revise Plans and goals

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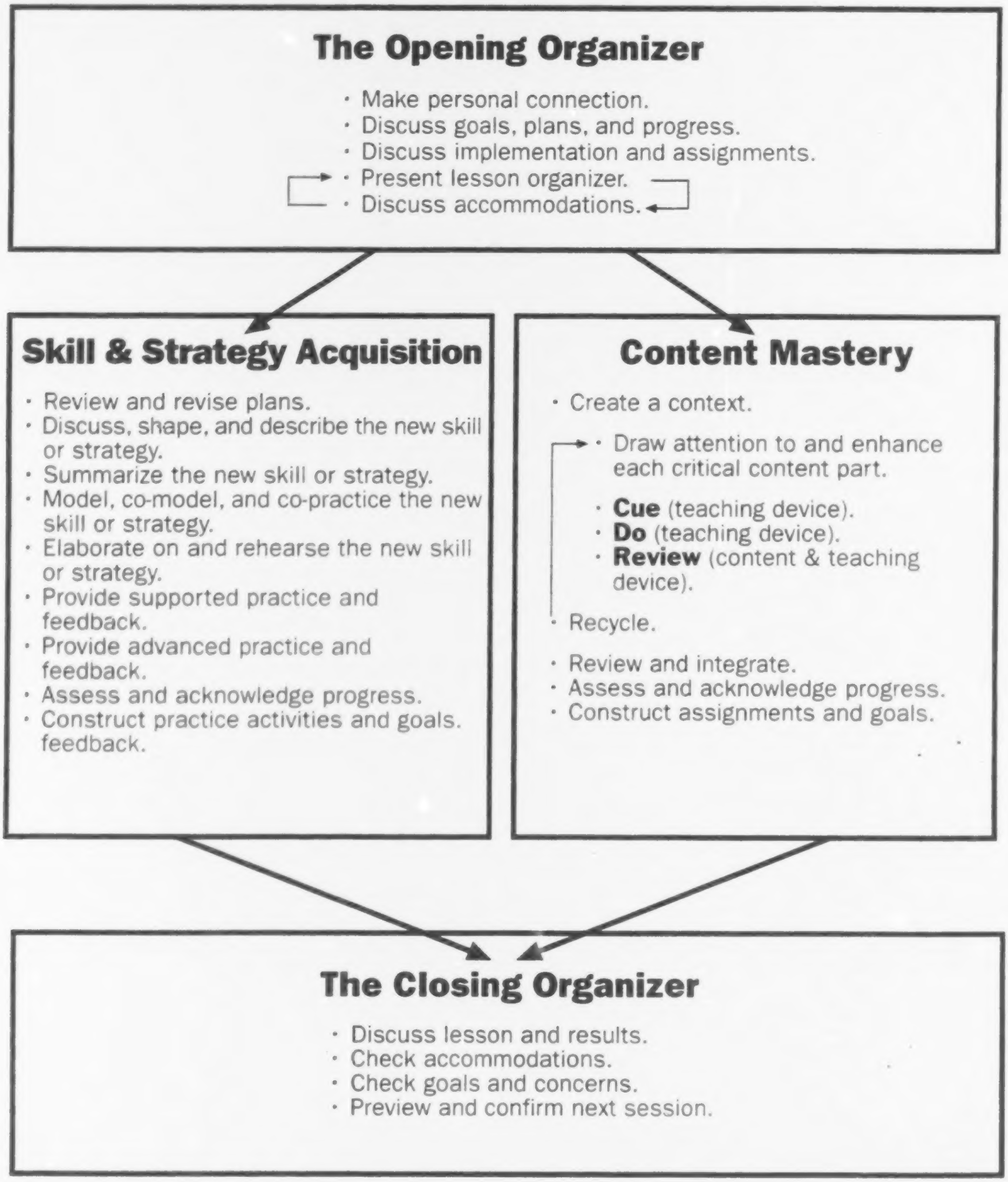
Components of Collaborative Teaching/Tutoring



The Opening Organizer

- Make personal connection.
- Discuss goals, plans, and progress.
- Discuss implementation and assignments.
- Present lesson organizer.
- Discuss accommodations.

Skill & Strategy Acquisition

- Review and revise plans.
- Discuss, shape, and describe the new skill or strategy.
- Summarize the new skill or strategy.
- Model, co-model, and co-practice the new skill or strategy.
- Elaborate on and rehearse the new skill or strategy.
- Provide supported practice and feedback.
- Provide advanced practice and feedback.
- Assess and acknowledge progress.
- Construct practice activities and goals. feedback.

Content Mastery

- Create a context.
  - Draw attention to and enhance each critical content part.
  - **Cue** (teaching device).
  - **Do** (teaching device).
  - **Review** (content & teaching device).
- Recycle.
- Review and integrate.
- Assess and acknowledge progress.
- Construct assignments and goals.

The Closing Organizer

- Discuss lesson and results.
- Check accommodations.
- Check goals and concerns.
- Preview and confirm next session.

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Video Focus Worksheet

Before watching the video, ask yourself this question: How can literacy programs become more responsive to adult students with learning disabilities? Think about some possible answers?

As you watch the video, keep these 4 questions in mind:

1. **What is needed to bring about change in literacy programs serving adults with LD?**
2. **Who are the important stakeholders for systemic reform?**
3. **What professional development is needed to bring about systemic reform? And**
4. **What is the role of assessment in improving instructional programs for adults with LD?**

Transparency Masters
Session 4

Needs Assessment Questions

1) Is the integrity of curriculum options and materials maintained during instructional activities?

2) Does the instructional environment address the needs of adults with learning disabilities while promoting?

3) Do the principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities?

4) Are models of LD-appropriate instruction used to guide and evaluate teaching activities?

5) Are instructional sessions structured around the goals of teaching, reviewing, and planning?

Overview of Professional Development Series

Bridges to Practice

A Research-based Guide for Literacy Practitioners Serving Adults with Learning Disabilities

Guidebook 1

Preparing to Serve Adults with Learning Disabilities

Guidebook 2

The Assessment Process

Guidebook 3

The Planning Process

Guidebook 4

The Teaching/Learning Process

- The Challenge of Teaching Adults with Learning Disabilities
- Creating an Appropriate Learning Environment
- Making Instructional Adaptations and Accommodations
- Two Frameworks of LD-Appropriate Instruction
- Collaborative Teaching/Tutoring
- Summary: Characteristics of LD-Appropriate Instruction
- Systems and Program Change

Guidebook 5

Creating Professional Development Opportunities

Session 4 Objectives

By the end of this session, participants will be able to:

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VI. Demonstration of Collaborative Teaching/Tutoring

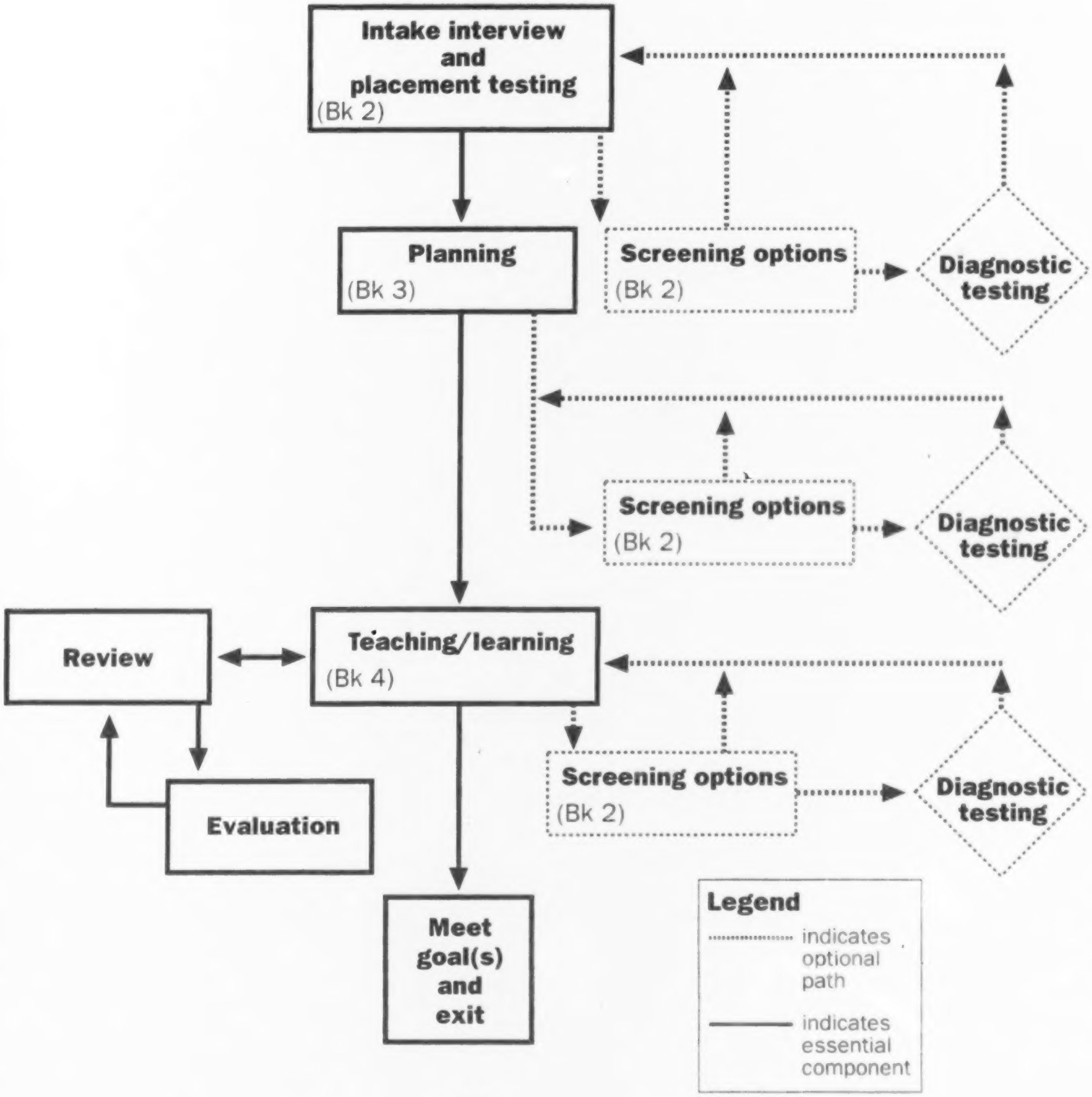
VII. Conclude Site-Team Planning for Systemic Reform

VIII. Feedback from Site-Teams on Plans for Systemic Reform

IX. Summary, Evaluation, and Wrap-Up

X. The Video Revisited

Model of Adult Literacy Program Services


Intake interview and placement testing
(Bk 2)
Planning
(Bk 3)
Screening options
(Bk 2)
Diagnostic testing
Screening options
(Bk 2)
Diagnostic testing
Review
Teaching/learning
(Bk 4)
Screening options
(Bk 2)
Diagnostic testing
Evaluation
Meet goal(s) and exit
Legend
indicates optional path
indicates essential component

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Systemic Change Worksheet #4

Indicators of High-Quality Service *Our Programs Have:*	*Specifics* *Please check*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
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	☐ **Written policies, procedures, and practices ensure that the content of curriculum options and materials are analyzed and translated into explicit instructional activities.**					

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An instructional environment addresses the needs of adults with learning disabilities while promoting. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that the environment supports learning while supporting independence.					
	☐ Written policies, procedures, and practices ensure that adaptations and accommodations are used effectively during instructional sessions.					
Principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that principles of LD-appropriate instruction are embedded in teaching activities.					
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3. Model
4. Verbal Practice
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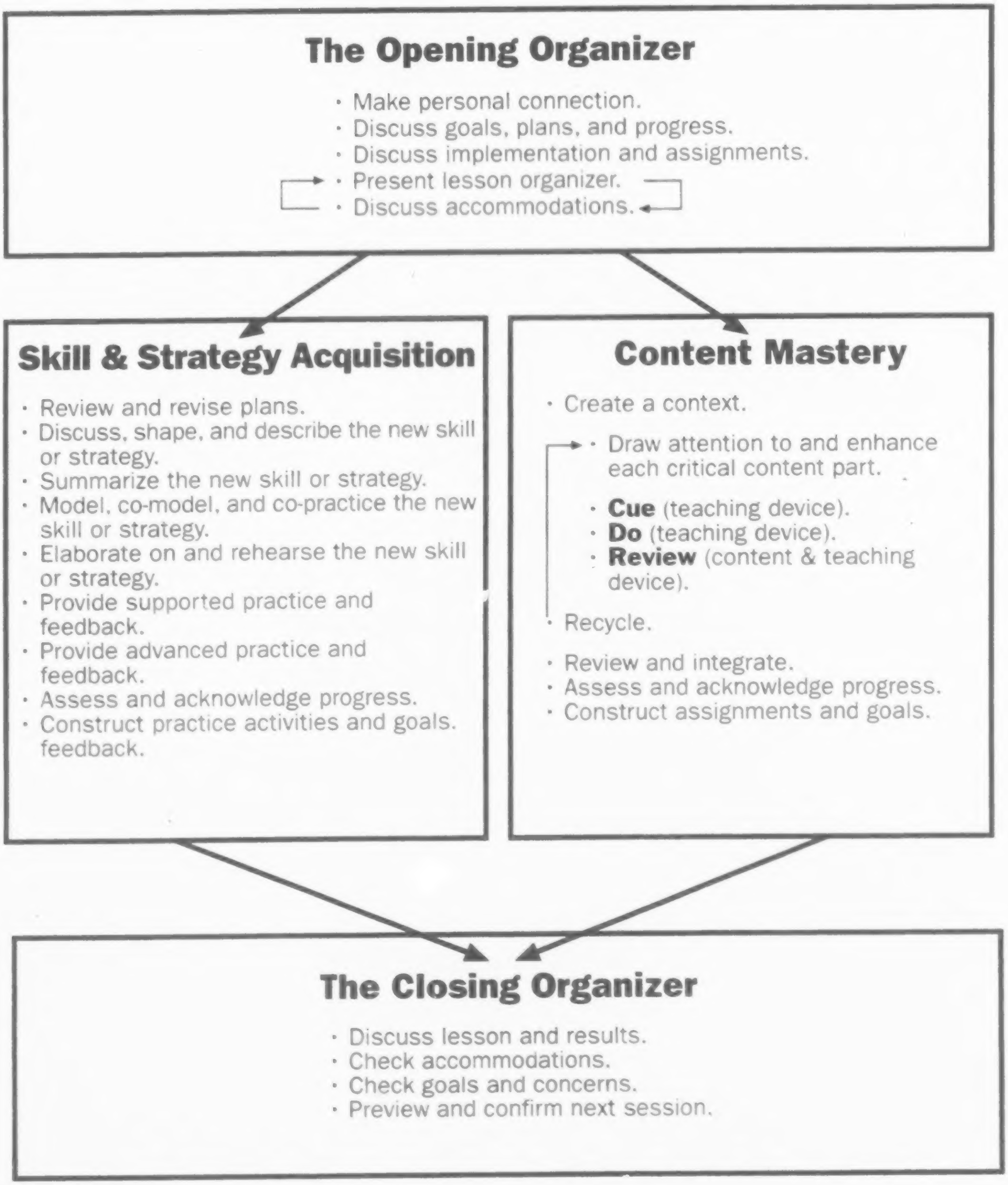
Components of Collaborative Teaching/Tutoring



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- Provide advanced practice and feedback.
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- Assess and acknowledge progress.
- Construct assignments and goals.

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- Discuss lesson and results.
- Check accommodations.
- Check goals and concerns.
- Preview and confirm next session.

Appendices

Contents for Appendices

Appendix A: Needs Assessment Instrument

Appendix B: Presenter Notes: Systemic Change for Instructional Improvement

Appendix C: Graphic Organizers for *Guidebooks* 1, 2, 3, and 4

Appendix D: Complete Case Studies for Alex and Delia

Appendix E: Case Study Worksheets for Alex and Delia—*Guidebooks* 1, 2, 3, and 4

Appendix F: Systemic Change Worksheets for *Guidebooks* 1, 2, 3, and 4

Appendix A
Needs Assessment Instrument

Needs Assessment Instrument

Name: ______________________________

Agency: ______________________________

Position: ______________________________

Telephone: ______________ **Fax:** ______________ **e-mail:** ______________

- **What do you hope to learn from these professional development sessions?**

- **Have you had any professional development/coursework specifically related to LD?**

  ☐ Yes ☐ No If yes, please describe briefly.

  ____

  ____

- **Do you have responsibility for: (Check appropriate topics)**

  ☐ Conducting professional development?

  ☐ Organizing the delivery of professional development?

- **Have you had professional development/coursework in principles and practices of delivering professional development?**

  ☐ Yes ☐ No If yes, please describe briefly.

  ____

  ____

- **Please list specific services/practices that you/your program provide for adults with learning disabilities:**

  ____

  ____

  ____

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Literacy Program Needs Assessment

[Please circle for your state or local literacy program.]

INDICATORS	VERY MUCH		SOMEWHAT		NOT AT ALL
1. Staff understand learning disabilities and their impact on the lives of learners.	**5**	**4**	**3**	**2**	**1**
Because:					
2. Staff and adults with learning disabilities can describe the adopted definition and associated characteristics of learning disabilities.	**5**	**4**	**3**	**2**	**1**
Because:					
3. Staff understand the law and legal requirements related to adults with learning disabilities.	**5**	**4**	**3**	**2**	**1**
Because:					
4. Staff as well as adults with learning disabilities can describe the legal implications related to providing services to adults with learning disabilities.	**5**	**4**	**3**	**2**	**1**
Because:					
5. Staff work to create community linkages and systems change that will increase the success of adults with learning disabilities.	**5**	**4**	**3**	**2**	**1**
Because:					
6. Staff development plans ensure that practitioners can effectively use and maintain the practices that have been selected to improve the quality of services for adults with learning disabilities.	**5**	**4**	**3**	**2**	**1**
Because:					
7. An assessment process sensitive to learning disabilities serves as an umbrella for all program services.	**5**	**4**	**3**	**2**	**1**
Because:					

8. Screening for learning disabilities is conceptualized as an ongoing process that is linked to the overall assessment process. 5 4 3 2 1

Because:

9. There are clear guidelines for altering instruction based on different types and levels of assessment information. 5 4 3 2 1

Because:

10. Decision-making is collaborative and is based on a variety of people reviewing a variety of sources of information. 5 4 3 2 1

Because:

11. Staff work to link learners with other groups to obtain required assessments that are beyond the services provided by a program. 5 4 3 2 1

Because:

12. Assessment procedures lead to planning and teaching activities that increase the success of adults with learning disabilities. 5 4 3 2 1

Because:

13. Program action plans are collaboratively developed with adults and are based on assessment information and the learner's goals. 5 4 3 2 1

Because:

14. Appropriate curricular options for adults with learning disabilities are used to implement program action plans. 5 4 3 2 1

Because:

15. Instructional plans lead to instructional activities that are sensitive to the information processing characteristics and needs of adults with learning disabilities. 5 4 3 2 1

Because:

16. The integrity of curriculum options and materials are maintained during instructional activities. 5 4 3 2 1

Because:

17. The instructional environment addresses the needs of adults with learning disabilities while promoting learner independence. 5 4 3 2 1

Because:

18. Principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities. 5 4 3 2 1

Because:

19. Models of LD-appropriate instruction are used to guide and evaluate teaching activities. 5 4 3 2 1

Because:

20. Instructional sessions are structured around the goals of teaching, reviewing, and planning. 5 4 3 2 1

Because:

Appendix B

Presenter Notes on Systemic Change for Instructional Improvement

There are 4 major players in the process of systemic change for adults with learning disabilities.

First is **the student (Show student circle on transparency T-K1)**. The student is our bottom line—the reason for our existence as adult literacy programs. Therefore student learning gains are our first concern. Gains for students with learning disabilities require structured, direct, and intensive support from our second player: **the instructor. (Show instructor overlay on transparency T-K2.)**

Effective instruction determines to a very large measure the learning gains achieved by students. To be effective, instructors and tutors must be knowledgeable about learning disabilities and about how best to instruct adults with learning disabilities. Such instruction is possible only if there is adequate support from player #3: **the program. (Overlay the program circle on transparency, T-K3).**

Program support takes several forms: First, personal support—understanding, concerned administrators, program directors, and other staff who acknowledge the needs and personal characteristics of those who teach adults with learning disabilities. Second, program fiscal support, including an adequate budget for instructional materials, a reasonable student load, and screening/referral support services.

Key to both instructional excellence and adequate program support is **ongoing professional development (overlay transparency TK4)** for all who serve adult students with learning disabilities.

Just as the student needs proven strategies that promote effective learning, instructors, tutors, administrators, and other program staff need to learn how to put those instructional and support strategies in place. Ongoing professional development makes that process possible. Let me give you an example of what happened when some of the players were not part of the team:

> A state-funded local program provided professional development for all adult literacy instructors and tutors in cooperative learning and peer coaching. After the series, teachers were excited to begin peer coaching. They began asking administration for release time and substitutes so they could observe and coach one another. Only then did the administration discover they had not thought about the costs of release time or substitute teachers. So they declared there would be no peer coaching! The effect on instructors and tutors (disappointment, then anger) was worse

than having no professional development on peer coaching at all.

Program systems, however do not exist in a vacuum. Adults with learning disabilities need jobs, social interaction, and other support services such as screening assessment and formal diagnosis that may be provided by player 4: **the community. (Overlay the community linkages circle on transparency T-K5).**

Call attention to the array of possible community linkages listed in Guidebook 1 (pp. 44-48).

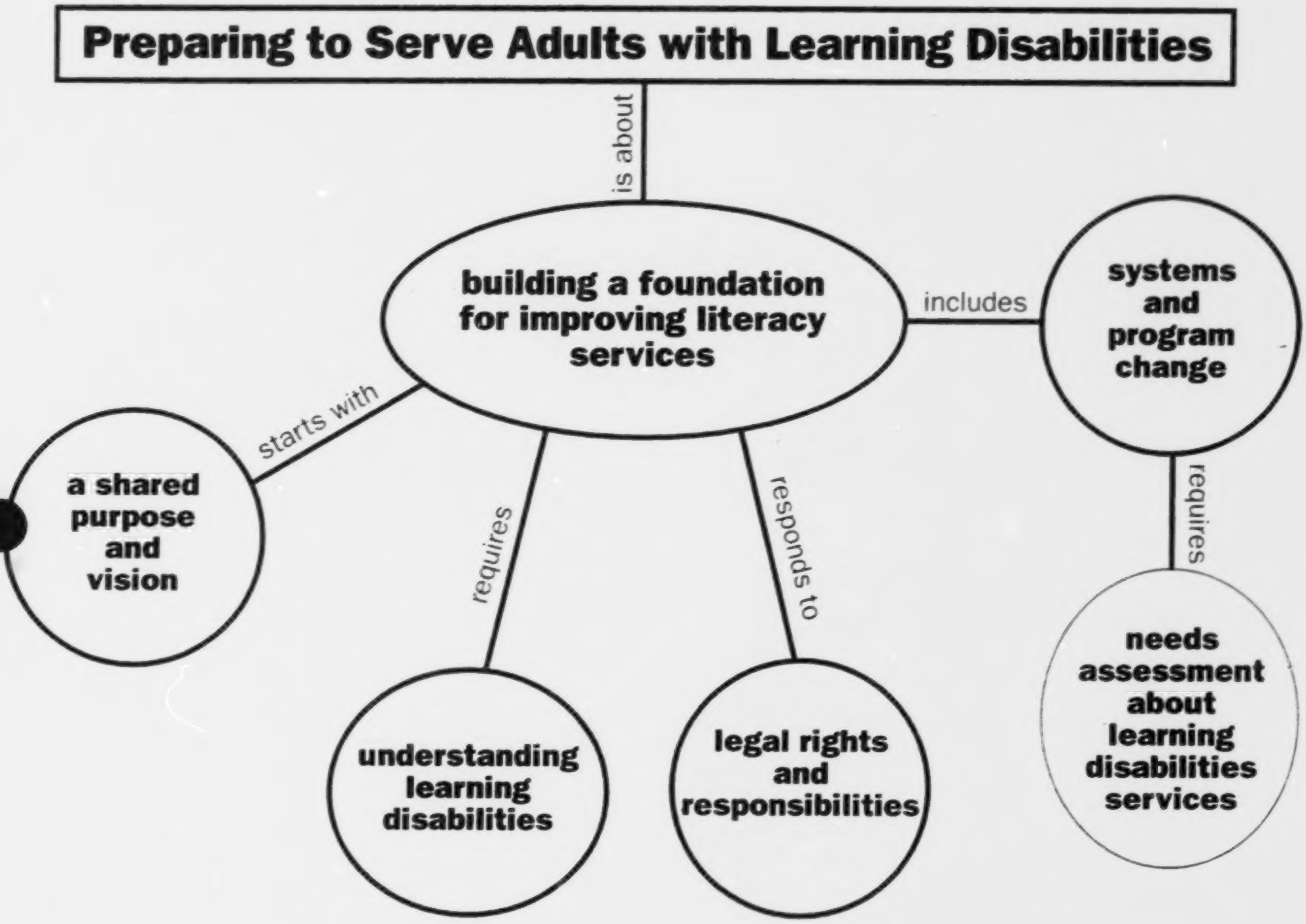
Everything that is done throughout this professional development series should directly relate to all of the rings if effective systemic reform is to be achieved.

The following **video** will elaborate further on the concept of systemic change.

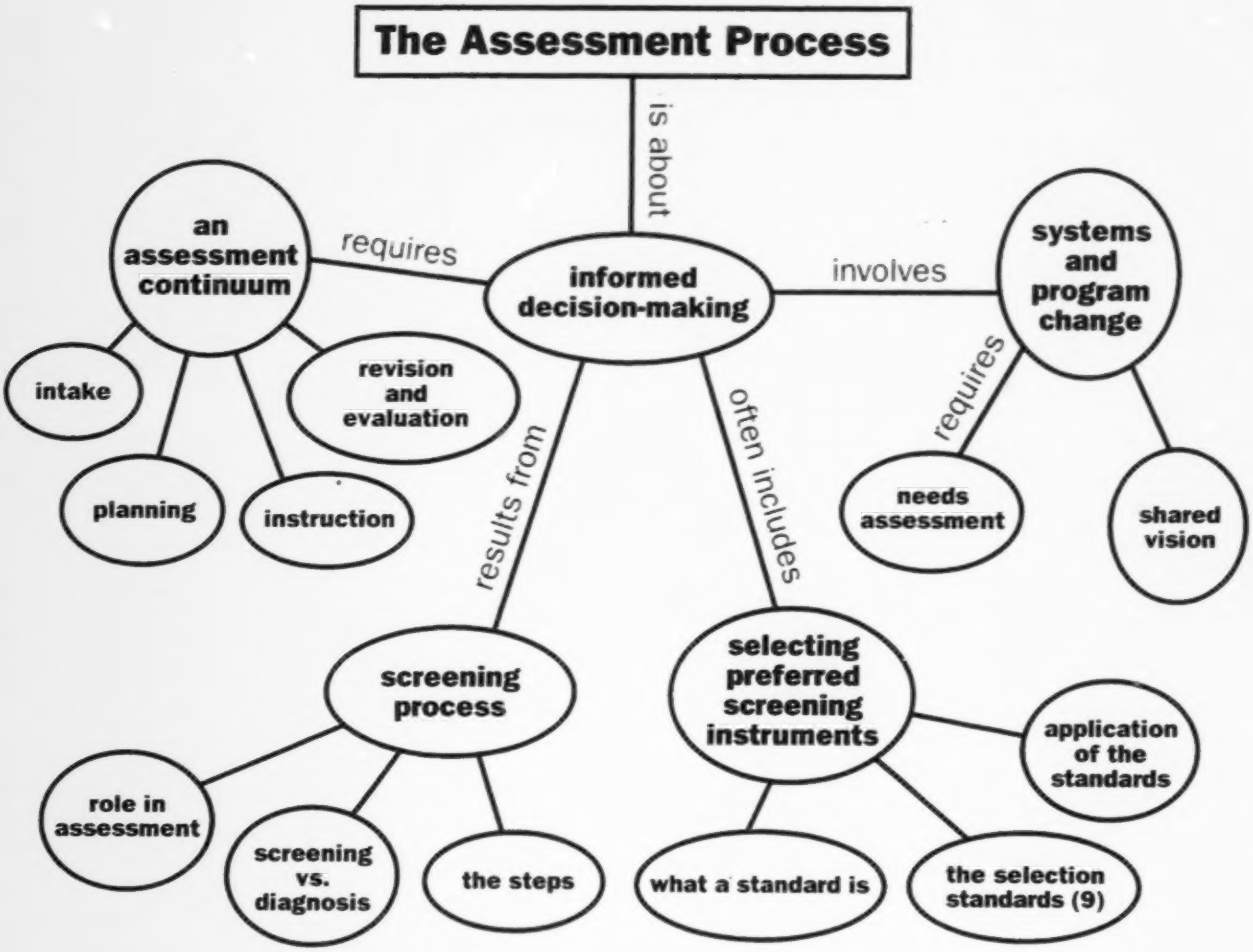
Note: A series of 5 transparency masters (T-K1 through T-K5) that will "overlay" during this presentation will be used. See final diagrams that follow.

Appendix C
Graphic Organizers for *Guidebooks 1, 2, 3, and 4*

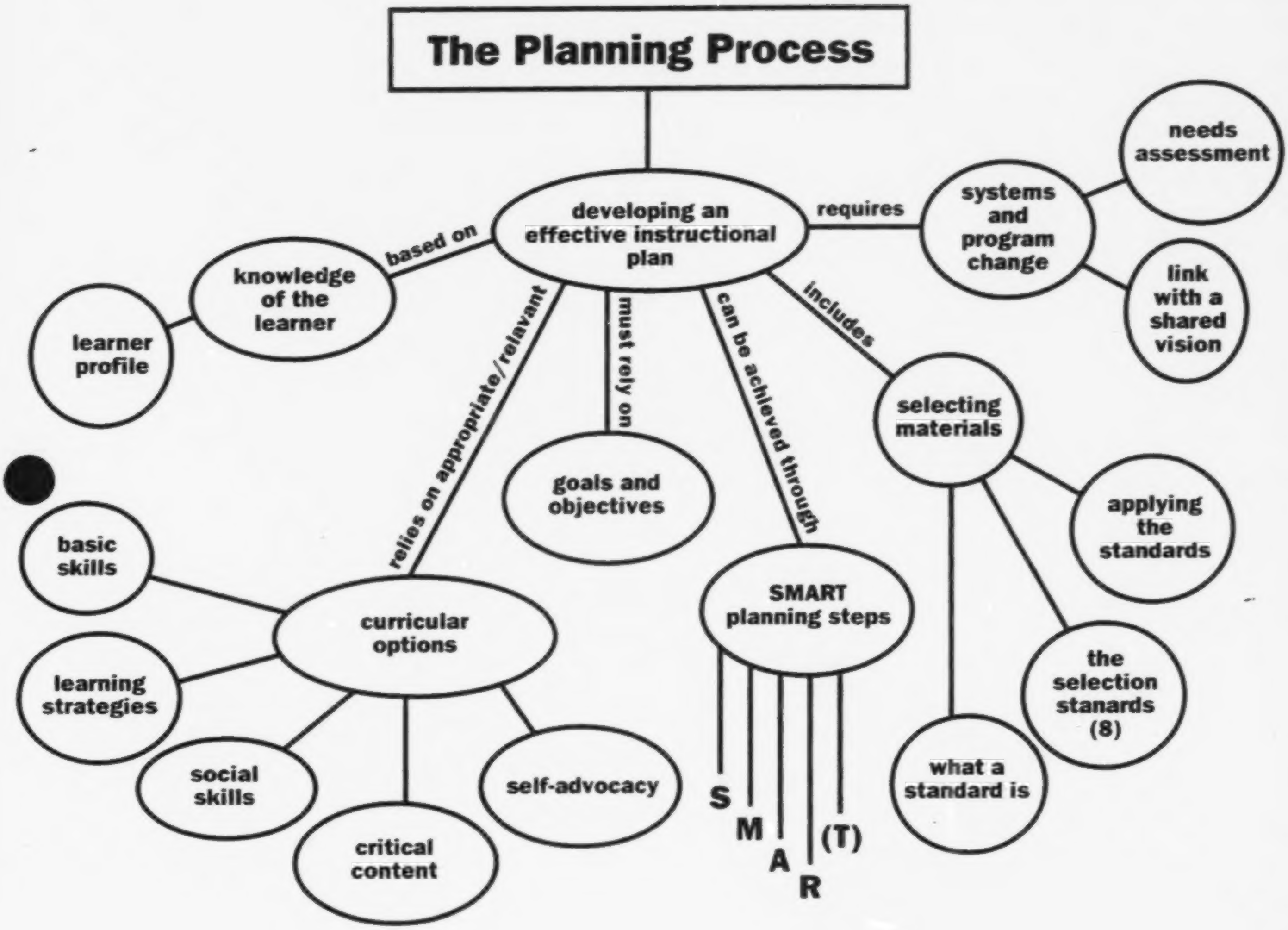
Preparing to Serve Adults with Learning Disabilities


Preparing to Serve Adults with Learning Disabilities
is about
building a foundation for improving literacy services
starts with
a shared purpose and vision
requires
understanding learning disabilities
responds to
legal rights and responsibilities
includes
systems and program change
requires
needs assessment about learning disabilities services

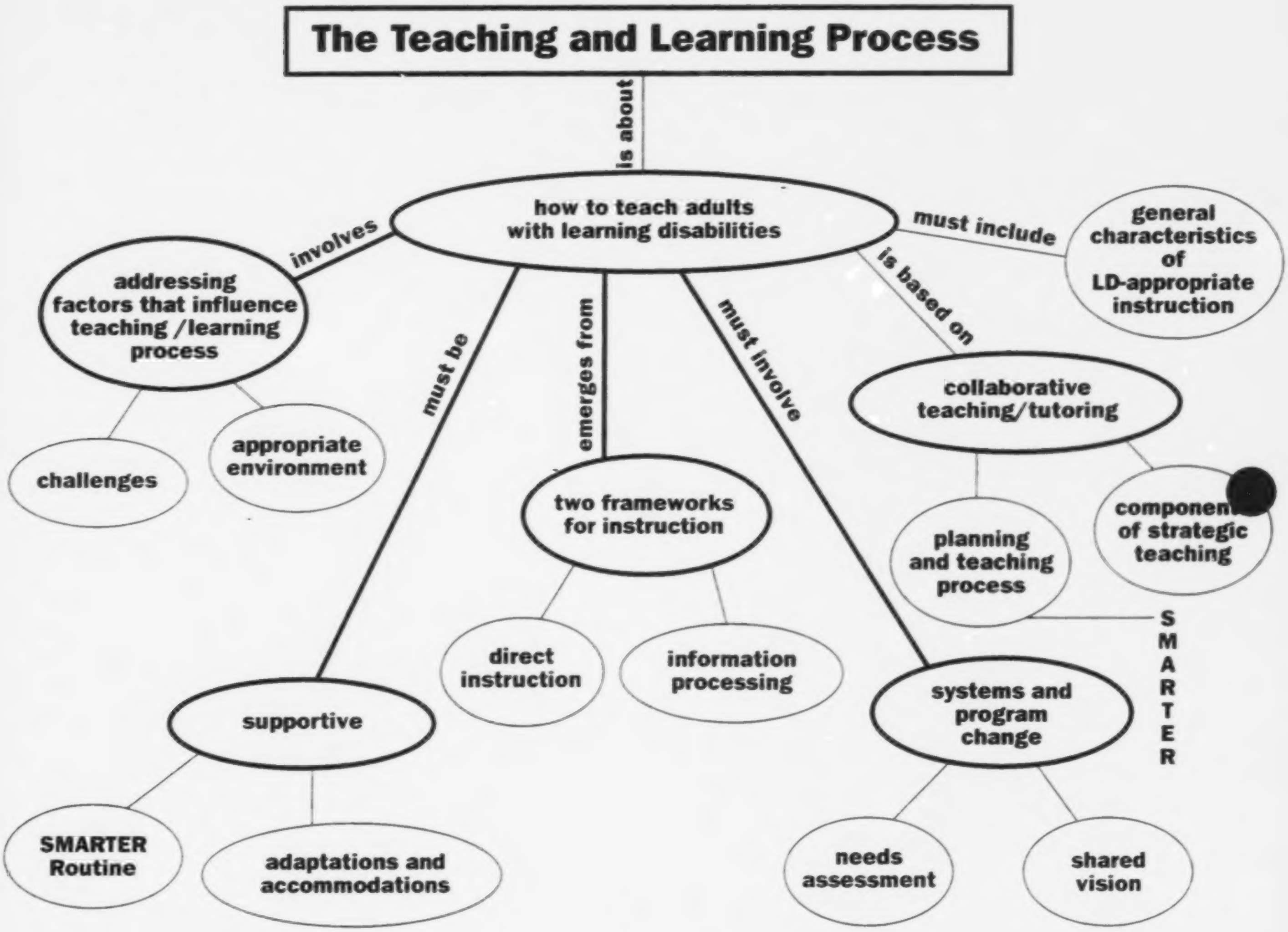
The Assessment Process


The Assessment Process
is about
informed decision-making
requires
an assessment continuum
intake
planning
instruction
revision and evaluation
involves
systems and program change
requires
needs assessment
shared vision
results from
screening process
role in assessment
screening vs. diagnosis
the steps
often includes
selecting preferred screening instruments
what a standard is
the selection standards (9)
application of the standards

The Planning Process


The Planning Process
developing an effective instructional plan
based on
knowledge of the learner
learner profile
requires
systems and program change
needs assessment
link with a shared vision
includes
selecting materials
applying the standards
the selection stanards (8)
what a standard is
can be achieved through
SMART planning steps
S
M
A
R
(T)
must rely on
goals and objectives
relies on appropriate/relavant
curricular options
basic skills
learning strategies
social skills
critical content
self-advocacy

The Teaching and Learning Process


The Teaching and Learning Process
is about
how to teach adults with learning disabilities
involves
addressing factors that influence teaching /learning process
challenges
appropriate environment
must be
supportive
SMARTER Routine
adaptations and accommodations
emerges from
two frameworks for instruction
direct instruction
information processing
must involve
systems and program change
needs assessment
shared vision
is based on
collaborative teaching/tutoring
planning and teaching process
componen of strategic teaching
S M A R T E R
must include
general characteristics of LD-appropriate instruction

Appendix D
Complete Case Studies for Alex and Delia

ALEX

Alex is 28 years old. He came to the Community Literacy Center (CLC) because he recently married and his wife encouraged him to seek help. He is about to become a father and he wants to learn to read and write so that he can be a better husband, father, and provider for his family.

When Alex was in elementary school, he was told that he had a learning disability. This led to a diagnosis of a reading disability during 4th grade, but there were few efforts made to provide the type of instruction he needed. As Alex got older, accommodations were not provided to reduce the impact of his learning disability. Alex attended a vocational high school, working in the foods and catering program, but he dropped out in 11th grade. He was frustrated with academia throughout his school years and reported hating school. In his initial interview at the center, Alex said, "I couldn't do the work, so I cheated." He wasn't shown how accommodations could help him in school or the workplace. He was a good baseball player and both his high school coach and his special education teacher helped him with his schoolwork. He remembers getting into trouble a lot for skipping classes and not completing his work.

After dropping out in 11th grade, Alex felt that he had no direction. Continuing his education was not a choice because of his poor reading skills and lack of information about available accommodations. Even if further schooling were a possibility, he would not consider that route. Six months after he dropped out of school, Alex still had no plan and no job; he decided to "thumb" his way across the country. He held odd jobs here and there, but he was always frustrated. He also seemed to have trouble interacting with others, including co-workers. He would eventually quit each job and move to another place, hoping to "find himself."

Finally, his mother helped him get an apartment above a day care center/preschool. He cleaned the school in exchange for rent. When no one was around, he attempted to read the books on the shelves he cleaned.

Presently, Alex is working at a local fast food restaurant. He feels that his life is improving. He is happy about being a husband and father. He now wants to get a better job, or at least become the assistant manager at his current job.

During Alex's initial intake interview with Joel, the literacy coordinator at the Community Learning Center, he explained that he was tested for learning disabilities in elementary school. He remembered receiving special education services throughout his school years, and thought that his mother probably still had the records from school. Alex also said that he never really understood his learning disability, but remembers going to special classes and feeling dumb.

Alex is frustrated because he cannot read and write. He wants to improve his skills so that he can get a better job and help provide for his wife and family. He is about to become a father and is fearful that he will not be able to read to his child. During the discussion, Alex expressed that he always understood a subject in school whenever it was read to him. However, he also said that while he understood what was being read to him, he had a hard time remembering information later and it was too hard for him to try to follow along as someone else read.

Joel explained that it would be important to determine his current reading and writing skills. Alex completed a reading and writing placement test and then a follow-up appointment was scheduled. Joel asked him to bring in his reports regarding his learning disability, if available.

At the follow-up meeting, Joel introduced Alex to his tutor, Wilma. Together, Joel and Wilma reviewed the placement testing with Alex. Joel explained that Alex has significant difficulty with sounds and single word decoding. They discussed his trouble with breaking down words into syllables. "That's true," Alex said. "I either know a word or I don't. If I don't know it, I guess, but I never know if my guess is correct." Because he is bright, he is able to guess at many words within context. However, because he can only decode a limited amount, he has limited his comprehension when he tries to read independently. Even with his guessing, he is able to obtain a reading score which is only at the end of grade 2 level.

During this follow-up meeting, Alex, Joel, and Wilma also reviewed the records brought in by Alex. These were not complete and Alex explained that his mother found only two things: a report which indicated that Alex had an average cognitive ability on an IQ test given to him in grade 6, and an Individualized Education Plan (IEP) from high school. The IEP included a listing of accommodations that had been implemented during his junior year: peer note-takers in class, oral exams, textbooks read to him, and/or taped texts. The IEP team had concluded, based on the diagnosis of learning disability, that accommodations would help Alex get through school and that programs to directly address Alex's literacy needs would not help him meet graduation demands. Although the IEP indicated that accommodations had been provided for Alex, there was little evidence that Alex had been taught how to request accommodations or to use them appropriately. Alex agreed to sign a release form so that the Community Learning Center can secure additional records from school. Joel will then contact his school to request previous testing information and plan to meet with Alex and Wilma again.

When his school records arrived, Alex reconvened with Joel and Wilma to check his progress and review the records. The records clearly indicate that Alex had been diagnosed with a learning disability. Although Wilma is not an expert in learning disabilities, she is able to determine that Alex consistently has difficulty with word-attack skills and spelling, despite his average cognitive ability. According to the results of his school records, he showed performance characteristics that indicated that significant language processing problems were probably at the root of his reading problems. The report mentioned that dyslexia was suspected.

The school records help to confirm that structured reading instruction emphasizing the processing of language is appropriate for Alex. The records also indicate that the school had modified its instructional programs to include methods that would help Alex pay attention for longer periods and increase information processing. One teacher stated that she frequently had Alex say the word under his breath so that only he could hear the sounds while he used his finger to slide under each word part as he said it. She reported that this multisensory approach of saying the word, hearing the word, and physically responding gave him a strategy that he could use to sound out words when he was alone. Alex stated that he thought this approach helped him pay attention and think about what he was doing.

Alex explained at his first appointment at the Community Learning Center (CLC) that he wants to read and write so that he can get a better job and read to his child, due in another month. Joel, the program coordinator, Alex, and Wilma, his tutor, discussed the fact that his placement scores are low and that decoding is his primary deficit.

Together they concluded that the best curriculum option is basic skills instruction in reading and writing. Wilma explained that it will take time for Alex to acquire these basic skills, but the fact that he is motivated to start now is encouraging. With steady progress, he should be able to read to his child by the time the child is a toddler.

Alex and Wilma agreed to meet again with Joel, but in the meantime, they will work together to determine his goals and develop an instructional plan. His initial goals, "to read and write better," are too broad and need to be better focused.

After discussion, Alex came up with three goals: "I want to be able to read the weekly memo from my boss," "I want to be able to write a note

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to my boss at work on my own," and "I want to be able to read an article I have about fatherhood."

Because Alex wishes to read and write memos at work, he discussed the steps to get there with his tutor, Wilma. Although those were his goals, he realized he needed to gain some basic skills in reading.

Alex readily agreed that he has trouble with sounds and syllables. "I never knew how to figure out a word," he explained. Wilma described a step-by-step way to teach sounds. She explained that multisensory, structured language teaching gives a student an understanding of word construction so that guessing no longer is necessary. "When you learn sounds in this way," said Wilma, "you learn to blend them together to read a word and also pull apart the sounds in a word in order to spell it. Rather than learning all the sounds at once, you learn some and then you practice reading and spelling with those sounds." She then cautioned, "This way of learning takes time. You won't be able to read the memo or write a note to your boss right away. However, you will be able to figure out words without memorizing them and eventually read the things that you want to read. To do this, however, you need to agree to first learn some of the sounds and build from there. We could write a short-term goal and see how that goes."

Alex agreed to set short-term goals. He wants to learn how to read so that he does not have to memorize everything and guess. Together, he and Wilma wrote two short-term goals (one for reading and one for writing).

Goal 1: I will read one-syllable, short-vowel words with 95% accuracy.

Goal 2: I will write dictated sentences containing one-syllable, short-vowel words and proofread them for spelling, punctuation and capitalization with 90% accuracy.

Wilma explained that they will study sounds and how these sounds work in words. She said this will take time, but that it will be worth it in the end. Alex is glad to do this because he is frustrated trying to figure out new words. Of course, he wants to be able to read everything immediately, but he understands that it will take time. At first, he will practice with words and sentences that have the sounds he is learning.

Joel, the program coordinator, assigned Wilma to work with Alex because of her training in multisensory, structured language teaching. With this background, Wilma is able to create a unit plan for the two short-term goals that had been set. The unit plan includes these steps and critical questions:

- Determine which consonant sounds were known by Alex and then teach others using a keyword mnemonic. "What are the consonant sounds and how do you remember them?"
- Teach all short vowel sounds using a keyword mnemonic. "What are the short vowel sounds and how do you remember them?"
- Instruct how to blend three sounds together, to decode short vowel words (from /b/ /a/ /t/ to "bat"). "How do you blend three sounds together?"
- Instruct how to segment three sounds (from "bat" to /b/ /a/ /t/) and spell, associating the letter with each segmented sound. "How do you segment three sounds?"
- Progress to longer words such as *clash*, *stump*, and *script* (still one-syllable, short-vowel words) after mastery with three sounds. "How do you pronounce longer one-syllable words?"

Wilma went on to create a lesson plan to help Alex perform the skill and answer the critical question. She also created a content map for each lesson so that Alex can keep track of where he is during each lesson. Wilma knew that part of the lesson should be devoted to reading (decoding) the short-vowel words and part of the lesson should be devoted to spelling (encoding) the short-vowel words. She planned the first lesson to cover the consonant and vowel sounds, helping Alex learn them with a keyword. For example, she taught him to say "aaaaaaple" to get the short vowel sound of "a." Subsequent lessons involved practicing with each sound and then working to blend the sounds together into words. The lesson included reading words in isolation as well as in sentences. The spelling part of the lesson began with segmenting words into separate sounds using sound cards. The lesson included spelling sounds, spelling words with cards, and spelling words on paper both in isolation and in short sentences.

Wilma selected the instructional materials for her sessions with Alex with several factors in mind. First, the instructional material was designed to address the chosen curriculum option of basic skills in reading and spelling. The curriculum content emphasized explicit instruction in phonological awareness, speech sounds, decoding, syllabication, and spelling. The material also was selected because of appropriateness and effectiveness with adults with learning disabilities.

Although Wilma had some training in multisensory teaching, she selected materials which would guide her through the instruction. She realizes that she will need to put in study time, but she also knows that Alex requires specialized teaching to succeed. The instructional material chosen had been used in studies with adult students. A research study which had demonstrated the effectiveness of the materials helped Wilma to feel confident using it with Alex. Also, the material provided a means to assess progress, so that Wilma and Alex can measure his growth toward his stated goals.

DELIA

Delia is a 47-year-old woman who was referred to the CLC after she confided to a co-worker that she wanted to "do something different" at work.

Delia can remember having reading difficulties in first grade; she was in the lowest reading group. She would look at the pictures and guess at the words. She enjoyed hearing the teacher read to the group, but was embarrassed when it was her turn to read aloud. She noticed her classmates were becoming more fluent, yet she kept stumbling. As she got older, it was difficult for her to read the science and history books because of all the "big words"; her grades were often below a C level.

Because junior high school was particularly difficult for her and she was increasingly frustrated, Delia dropped out in 9th grade. Bored, she felt she simply "wasn't getting it." Delia reported that she had a lot of trouble spelling and didn't like to write. She said "no" when asked if she had received additional help for her problems in school.

Currently, Delia takes the bus to her job at Green Thumb Nursery, where she pots plants and tends the plant stock. Despite her warm smile and good social skills, she is frustrated with doing the same things at work day after day. She doesn't want to leave her job, but she would like to be able to do some different tasks, which might include reading labels, writing reports, etc. She wants better opportunities at the nursery, and she believes that this will be possible if she can improve her reading and writing skills.

Recently divorced, she is generally happy with the quality of her life and her relationship with her two teenage children. However, Delia realizes the need for a better paying job; so far she has been unable to take advantage of opportunities to advance at the nursery because of her limited reading and writing skills. Delia shared this information with the CLC's receptionist, who then made an appointment with Joel, the literacy coordinator.

During the initial intake interview, Joel, the literacy coordinator at the Community Learning Center, asked Delia about her education and work histories. Delia talked about dropping out of school in the 9th grade because she was increasingly frustrated. Bored, she felt like she simply "wasn't getting it." Delia reported that she had a lot of trouble spelling and didn't like to write. She said she did not receive additional help for reading in school. Although she was well liked and had many friends, she continually fell behind in classes. The teacher seemed to always talk too fast, and Delia couldn't keep up.

Delia reported that since leaving school she has had a few different jobs—many of them involved working with plants—but she is frustrated with doing the same things at work day after day. She is 47 now, and doesn't want to leave her job, but she would like to be able to do some different tasks, which might include reading labels, writing reports, etc. She wants better opportunities at the nursery and she believes that this will be possible if she can improve her reading and writing skills.

Joel used Delia's information to determine the tests and sample tasks to use for her placement testing. To assess Delia's reading and writing skills, he selected materials that were the approximate skill levels at which he judged Delia able to perform, based on their discussion. The materials were also consistent with assessing performance relative to the types of reading and writing tasks Delia stated that she wanted to perform. Joel also kept in mind that Delia reported being frustrated by difficult literacy tasks, so he selected materials he knew were user-friendly in their implementation format and that would allow Delia to demonstrate both her strengths and weaknesses.

Delia took a reading placement test at the end of her initial intake interview. Results indicate that her sight-word reading ability is strong, and her word-attack skills are sufficient, although there are some problems noted in final digraphs. However, her comprehension skills are weak, and she has genuine difficulty with summarizing, sequencing, paraphrasing, and silent reading comprehension. She possesses basic knowledge about a variety of subjects, and answered concrete questions at a higher reading level. Joel noted that, in oral readings, Delia frequently asked to have the directions repeated, especially those that involved multiple steps.

Joel asked Delia whether she had had her hearing and vision tested recently. "That's funny," Delia said, "my boss just asked me if I needed my hearing checked because I keep asking him to repeat things." Delia said she had not had her vision or hearing tested in a long while and that she would be willing to have these assessments done locally. Joel gave Delia a list of places where she might be able to get free vision and hearing checks. Delia was able to get the vision and hearing screening tests done right away. Within a few days, she and Joel were able to have a follow-up meeting, and Delia was able to let him know that the vision and hearing tests did not indicate any problems.

Joel matched Delia with Jan, one of the program's most experienced tutors. Jan is talented and has participated in almost all of the ongoing professional development workshops sponsored by the CLC over the past several years. Specifically, Jan has received special training and is experienced in providing highly structured, direct, and explicit multisensory reading instruction. Jan also shares some important interests with Delia, particularly her interest in gardening.

Jan and Joel discussed the preliminary information gathered about Delia through the intake and placement testing process. Joel made sure that Jan understood that they must continue to gather information and will probably need to continually examine Delia's progress. He asked Jan to make observation notes about the tutoring sessions right from the outset, so that they can meet with Delia to discuss her reading progress and profile.

After Delia attends four instructional sessions, Joel and Jan meet to discuss several observations Jan had made about Delia's reading strengths and weaknesses. Her observations confirmed what was learned in the initial intake and placement testing. Additionally, Jan noted that Delia has significant problems in sequencing and recalling information. The memory problems appear to slow Delia's learning of information and procedures; she seems to have problems accurately recalling procedures she had practiced with Jan in previous sessions, although it appeared at the time that she had mastered these procedures.

Joel believes there are indications that Delia may have a learning disability. He bases his opinion primarily on observations made since Delia first came to the CLC. Joel has participated in numerous workshops on learning disabilities, sponsored collaboratively with other literacy programs in the region, and has worked with the clinic at the local university to better understand how individuals with learning disabilities might process information differently from other adults. Although he does not consider himself an expert in learning disabilities, he has begun to feel confident in his ability to detect consistent patterns of behavior that might indicate the presence of a learning disability.

Based on previous experiences with adults with learning disabilities, Joel notes that, both in testing and in one-on-one tutoring, Delia demonstrates consistent difficulty with specific word-reading skills, and with particular comprehension strategies. However, she seems to have developed some word identification and comprehension skills quite well. Also, Delia appears to have difficulties remembering what she has been taught, and these difficulties appear to be impeding her learning of certain skills. Because of a recent vision and hearing check-up, Joel knows that neither hearing nor vision problems are responsible for Delia's performance. He knows that learning disabilities most often affect specific areas of performance, instead of general performance, but that repeated problems in specific areas can, over time, cause general performance problems. Joel also knows that difficulty with organizing and remembering information for later use is typically associated with the presence of learning disabilities.

Because CLC has been working on developing policies and resources over the last few years to improve services for adults with learning disabilities, Joel spent some time reviewing the program's resource library. He also decided to contact one of the professors at the local university who specializes in learning disabilities at the clinic that he visited. At the same time, he and Jan tried to determine how to improve Delia's experiences at the CLC. After discussing their concerns, and after Joel discussed Delia's concerns with the staff at the university clinic, Joel and Jan decided to meet with Delia to discuss her progress, their concerns, and what the next steps might include.

In a meeting with Joel and Jan, Delia said she felt her tutoring was going "okay." She said she liked her tutor. Joel noted that they had not been as helpful as they could be. He asked Delia if she would like to participate in some further testing that could help them identify how she might learn more easily. Joel and Jan explained that further testing could give them additional information about Delia, including the possibility of learning disabilities. They also explained that the presence of learning disabilities might explain some of Delia's recurring difficulties in learning in the past.

Joel explained to Delia that the CLC staff has developed a screening process that involves collecting a variety of information about what and how she learns. He explained that the CLC's screening process is really only a first step in collecting information, and that it will help them decide whether further diagnostic testing for confirming a learning disability is needed. Joel described the entire screening process to Delia: the types of information that will be collected, how the information will be collected, and which tests will be used. He reminded Delia that the screening process will only help clarify whether a learning disability may be present and will not confirm a learning disability.

Delia asked Joel whether the screening process might just be a waste of time. Joel explained to Delia that confirmation of a learning disability may ensure her access to specific accommodations at work. Also, he assured Delia that the screening process adopted by the CLC will provide information that will help them design better instruction, regardless of her decision to pursue further testing, or even if she pursues further testing and a learning disability is not confirmed. "Our goal," explained Joel, "is to help you become more successful regardless of the outcomes of any test."

Delia agreed to participate in the screening process. Joel gave her a consent form that the CLC developed in collaboration with other literacy programs in the area. Joel explained the information on the consent form to Delia and suggested she sign it only after asking any questions that she might have. Joel was careful to remind Delia that signing the consent form would not force her to participate in any screening activities, and that she could change her mind at any time.

Joel followed the procedures adopted by the CLC for screening for learning disabilities with Delia. The information was collected over several sessions, and Delia continued to receive instruction from Jan as part of the screening process. Joel, Jan, and Delia met to discuss the results of the screening process to determine if there was enough evidence to pursue further testing by a psychologist to confirm or disconfirm a learning disability. The test results, in combination with the intake information, placement testing, Jan's observations, the results of trial teaching efforts, Delia's history, and the specific assessment information indicated the likelihood of a learning disability.

All sources indicated that Delia seemed to have skill deficits. The screening tests also demonstrated that Delia probably had problems performing relevant metacognitive tasks (that is, cognitive skills necessary to coordinate her own performance of specific skills). These metacognitive tasks included monitoring her word attack in words that contained final digraphs, accounting for important details for reading comprehension, and accurately recalling procedures she appeared to have mastered and committed to memory.

Delia, Joel, and Jan discussed options for next steps. They agreed that Jan would continue to focus on providing structured, explicit instruction to Delia. They also agreed to select a few skills at a time to work on intensively, including paying particular attention to how Delia performed them and how well she continued to use the skills. They also discussed the pros and cons of diagnosis. Joel told Delia that formal diagnosis could provide additional information related to instruction and give Delia certain legal rights in employment, education, and public access.

Delia decided against being referred for a formal diagnosis. She stated that she felt that she could make the kind of progress she needed by continuing to work with her tutor. Joel and Jan assured Delia that they could help her regardless of whether she wanted to seek formal diagnosis.

They provided Delia with the phone number and the name of a person that she could contact at a nearby community college resource program for students with disabilities. They explained that should Delia decide she wanted to know more about learning disabilities, including understanding what potentially having a learning disability might mean for her, the program had information and access to community resources Delia might desire. Some people, Joel explained, consider a learning disability to be negative much like a disease; others, however, recognize that learning disabilities are quite common and do not prevent accomplishment. "In fact," he continued, "with the rights and responsibilities appropriate to individuals with learning disabilities, some individuals become very positively empowered in education, work, and daily living."

The screening process adopted by the CLC was designed to provide screening information for learning disabilities across a variety of areas. The staff had reviewed a variety of instruments and had completed some report cards to determine which instruments might work best in their program.

One of the tests that the CLC had used for several years seemed to be reliable, and program staff thought they would continue to use this test as part of their screening process. Although Joel was confident that the screening tool was appropriate for their program, his staff decided to complete a report card on it. They made a copy of the blank report card, and collected the information on each standard in a few afternoon meetings.

The requirements for learning to use the instrument were easily satisfied because staff had been using the instrument for some time. Joel was familiar with the test items and testing procedures, and had practice administering the screening (Standard 1). He checked the administration guidelines to be sure that he had been administering the screening instrument correctly, and he decided the time required was feasible (Standard 3). The test did not offer guidelines for deciding when to refer an individual for further testing, so Joel suggested to his staff that they should collaboratively interpret the results of this test to determine how strongly this test suggested a learning disability (Standard 2).

When the CLC screening process was being developed, not many of the staff members were comfortable with their knowledge about learning disabilities. Joel did three things to determine how well the instrument they were considering satisfied Standard 6. First, he asked the head of the university evaluation clinic, who was experienced in testing for learning disabilities, if she thought the test addressed aspects of reading that should be considered in screening for a reading-related learning disability. She thought it was an appropriate test.

Second, Joel contacted the publisher of the test. The publisher told him that "the test had not been designed as an LD screening tool nor had it been normed with a population with learning disabilities. However, it is widely used in adult literacy programs that surely include many adults with learning disabilities." This was information that Joel had not wanted to hear, and he realized that there was no firm evidence that the test was appropriate for screening for learning disabilities.

Third, he contacted other literacy program coordinators in his area and asked them if they thought the test was useful in screening for learning disabilities related to reading. Two of the coordinators of local literacy programs who used the test said they thought it provided valuable information, but they supplemented the test with other sources of information that might provide additional information about possible learning disabilities. With all this information in mind, Joel explained the pros and cons of using the instrument to his staff. Collectively, they decided they would not rule out use of the instrument based on Standard 6.

When the CLC staff began to evaluate the instrument based on Standard 7, they considered dropping the report card in the trash and using the test anyway. Everyone really liked the test, and was ready to go with it, regardless of its shortcomings. However, they decided to forge ahead because they agreed that the information gleaned from the instrument would be used to make important decisions that would affect the life of adults they served. To help his staff, Joel volunteered to take the time to read the information in Appendix D: Reliability and Validity in this guidebook and report back to the staff.

The first thing that Joel discovered was that it did not take long to determine the reliability and validity of the test if he completed each step as he read how to do it. Actually going through the process helped him understand more about what he was looking for. Despite the fact that he never felt like he really knew what he was looking for, he found a test-retest reliability score that Bridges told him was reasonable. Other reliability information was missing.

Because the test was not specifically designed as a screening tool for learning disabilities, Joel knew he would not find a predictive score for its ability to predict who may have a learning disability (Standard 8).

However, he did find that the test had a good predictive score for identifying significant reading problems. He also found information in the test manual that indicated that the test had been normed with populations from various geographic regions and ethnic backgrounds (Standard 9). Because his staff was interested in these areas, he felt that the test met some of the conditions that were important for their program.

When reviewing Standard 9 on the report card, Joel realized that he had never checked the test manual to confirm the publisher's assurance that the test was appropriate for adults. By looking in the manual, he found the test had been normed with adults younger than most of the adults they were serving in the CLC. Also, there was not a breakdown indicating how many women had been included in the norming sample. Thus, the only validity coefficient Joel could find was for age. He found that the test had a predictive validity coefficient of .62 for young adults. Although it would have been better if the norming population included adults closer to the age of the adults served in the program, Joel thought it might be acceptable to use this test because it was one of the few tests that he had seen that had been normed on some adults. He knew from reading this guidebook that .62 was a reasonable coefficient, even though it was possible to get a score as high as 1.00. No item bias was presented.

Joel met with the staff and shared what he had found in the test manual regarding Standards 7, 8, and 9. The staff was surprised at how much information was missing, but agreed that it might be the best test they could find for their program. The staff continued to review the information on the test. The test materials only offered broad suggestions for instruction (Standard 10). The staff found no information on how the results of the test could be tied to instructional decisions. Joel stated that it was likely that individuals with educational expertise had developed the test, so they could probably trust the general instructional tips provided in the manual. However, the staff agreed that it would be up to them to identify the most appropriate instructional practices.

Joel and his staff reviewed the information he found for each standard. They commented that they had never considered a test so carefully before. One of the CLC staff stated that she wondered if there might be better instruments available. Joel stated that he realized that the publishers did not provide him with a lot of the technical information that the report cards indicated was important. As a staff, they realized that they needed to be more discriminating of the tests they used, and they would have to combine their best judgement with the little information they could find. Ultimately, they decided that they could use this test. They decided that the test satisfied the standards well enough overall for them to have some confidence in its results. However, they also decided they would have to supplement it with additional components to create a screening process that would provide enough information to help adults make decisions about seeking confirmation of a learning disability.

After reviewing the information on the report card, they decided to supplement the screening instrument with some other types of assessment procedures that they thought would provide helpful information. Since the instrument only covered one area related to learning disabilities, reading, they thought additional measures might be useful (Standard 5). They reviewed the set of completed report cards on screening instruments provided at the end of this guidebook and selected another instrument that would not take too long, but seemed like it might provide information not available from any other source.

The staff agreed that they would use these different types of assessments whenever they suspected a learning disability. They also agreed that all the information they collected about an adult as they participated in the program should be considered in the screening process.

Since the CLC staff had carefully considered their approach to screening, Joel felt fairly confident that he would be able to collect the information to help Delia make a decision about pursuing additional diagnostic testing. The screening process adopted by the CLC started with an interview of Delia followed by completion of some informal measures of performance. Delia was also asked to write five sentences about a topic. Jan, the tutor who had been working with Delia, was asked to fill out a checklist based on characteristics of individuals with learning disabilities.

Although Joel was confident that the screening tool adopted by the CLC was appropriate to use with Delia, he decided to review the report card to be sure. He quickly confirmed that the instrument met Standards 1, 2, and 3. Delia had no known disabilities, so the coordinator knew it would be alright to use the test despite the fact that it offered no guidelines for use with individuals with disabilities (Standard 4). Before beginning the test, Joel asked Delia if she wore glasses or contacts, or used any devices for hearing. Despite their earlier conversations that directed Delia to a hearing screening, the coordinator just wanted to be sure. He also asked Delia about potential test anxiety, and she stated that she was not anxious about taking tests.

Delia is a 47-year-old woman who came to the Community Learning Center (CLC) to improve her reading and writing skills in order to advance in her work at the Green Thumb Nursery. Her intake interview and initial placement tests indicated that she needed to develop her skills in word attack, spelling, and recall. A vision and hearing screening ruled out any vision or hearing problems as a likely explanation for her difficulties in recognizing and applying word endings. After a few weeks of working together, the CLC staff got permission from Delia to screen her for a possible learning disability. Screening results indicated that Delia probably has a learning disability. In a discussion involving Delia and the staff, Delia decided that she did not need to continue with formal assessment to determine whether she had a learning disability. (Guidebook 2 describes the process the CLC staff followed to develop and implement an LD-appropriate assessment and screening process.)

After the assessment information was collected by program staff and shared with Delia, she and Jan, her tutor, started their next session by reassessing her personal literacy goals in light of the new information. They worked together to list her goals, learning strengths and preferences, and which instructional adaptation seems to work best for her. Next, they listed skill, strategy, and knowledge areas for improvement.

After Delia and Jan made their goal list, they reviewed each goal and discussed what was required to reach each goal. They then began to target specific objectives to achieve goals. They agreed to focus on reading and writing skills for her job, including learning strategies for improving her comprehension. They decided to work on paraphrasing to encourage Delia's comprehension as she reads and a self-questioning strategy as a way for her to check her own comprehension. Jan had attended several workshops provided by the CLC to develop her teaching skills in these strategies.

After the planning meeting with Delia, Jan began to consider how to help Delia achieve her goals. Jan decided that she herself has to keep three instructional goals in mind. First, she needs to consider which curriculum options will best facilitate meeting Delia's needs in the areas of reading, writing, and comprehension skills and strategies. Second, she wants to help Delia retain and retrieve information by developing some effective strategies that will maximize the skills that she already has. Third, she wants to teach Delia how to communicate and advocate for how she learns best.

Based on the information that they had collected about Delia (Jan was careful not to assume Delia has a learning disability, despite the results of the screening tests), Jan was able to think about the nature of instruction that would be most appropriate for Delia. Jan knew that an effective instructional plan for Delia will need to include explicit instruction, so that Delia understands why things are being taught and practiced in a particular way; the plan will also need to involve significant structure and guidance in the learning activities.

Jan determined that basic skills and learning strategies curriculum options are the most effective approaches for Delia, because they seem to be the best match for Delia's goals and learner profile.

After Jan had time to think through the various curriculum options, she shared her conclusions with Delia. Delia asked a few questions, and then she and Jan began to discuss a goal attainment plan. Delia did not contribute much to this conversation, because she was not sure how she could meet her goals. By asking questions, Jan was able to get Delia to give more input. For example, Jan asked Delia if she would stick with the program if the lessons involved rehearsing the pronunciation of words and practicing writing them. (This would help build skills in reading comprehension and spelling, but Delia had difficulty attending to final digraphs and recalling procedures such as decoding skills.) Delia agreed that this goal is achievable.

The first goal they agreed to work on involved a basic skills curriculum. Jan explained to Delia that, although the goal of pronouncing and spelling words may sound boring, it is an integral step toward achieving Delia's broader goals of being able to read and write well enough to advance at her work place. Delia seemed to trust Jan's expertise, but she did not appear convinced that she would meaningfully improve her reading and writing. Fearing that Delia might get bored without an initial goal that seemed practical to her, Jan suggested they incorporate into the goal that Delia would bring lists of difficult words that she encountered at work to serve as the basis for some of the practice.

Jan and Delia agreed it would be best to meet twice a week to keep the momentum going. Delia said she was busy with work, but she would try to participate twice a week.

Jan kept track of Delia's progress in the basic skills curriculum designed to develop her ability to recognize word endings. After 5 weeks of steady attendance, Delia was making only slow progress, primarily because she had difficulty remembering the digraph sounds she needed to master. Together, they developed a progress chart and Delia marked her own progress.

Although Jan was pleased with Delia's progress, she was concerned that a "drill-and-kill" routine could cause Delia to drop out of the program. To keep Delia motivated, Jan suggested that they start working on one of Delia's related reading goals. She and Delia decided to work on a self-questioning learning strategy, which will help Delia with her recall of content and, therefore, with her comprehension. The two had planned to begin work on this goal as soon as Delia began to master the digraph recognition skills.

In thinking through how she would teach Delia a self-questioning strategy, Jan reminded herself to use the LD-SMART planning steps. First, she decided that she needed to develop the following critical questions to focus instruction: How do you create good questions to guide your reading? How do you use self-questioning to monitor your reading? How do you know that the self-questioning strategy is improving your comprehension?

Second, Jan drew a graphic organizer that showed the content parts of the lesson on self-questioning. She thought about the central reason that she wanted Delia to learn how to self-question during reading, and used this reason as the big idea portion of her content map. Jan thought carefully about the tasks involved in the self-questioning strategy. She considered the steps of the strategy that were appropriate for Delia's current skill levels. The steps of the strategy were included in a general way in the content structure portion of the content map she developed. Jan knew that her instruction with Delia had to explicitly account for each one of these steps.

Reviewing her content map, Jan thought about the skills Delia would need for each step of the strategy. She also thought about the type of instruction Delia would require to master each of those steps. Her continued work with Delia convinced her that, because of Delia's difficulties in remembering skills and information, she requires explicit instruction that is heavy in guided practice. Jan also noted that Delia benefits most from feedback while she performs tasks, not after she has completed the task. As she reflected on how to teach the steps of the strategy, Jan kept in mind that Delia will generally attend the CLC only twice a week, so she planned short lessons in which Delia could master one simple skill at a time and practice it.

Fourth, Jan began to develop her lesson plans and to identify the following specific tactics and devices that might help Delia learn the strategy:

- She listed the steps of the self-questioning strategy on a card, so that Delia would not have to write them out.
- She developed some flash cards to help her rehearse the steps.
- She thought of several mnemonic devices that Delia might want to use to help her remember the steps of the strategy.
- She made a list of different places where Delia might try the strategy, including the greenhouse where she worked.

- She prepared a graphic organizer and her own set of teaching notes to make sure that the instructional session would be structured and provide explicit information about the strategy and how it might be used.

Finally, she went through the principles of LD-appropriate instruction described in *Guidebook 4: The Teaching/Learning Process* and revised her notes. Regardless of whether Delia had a learning disability or not, Jan wanted to make sure that her instruction was going to help Delia learn the self-questioning strategy.

Appendix E
Case Study Worksheets for Alex and Delia

Learner's Name: (Delia or Alex)________________________

Guidebook 1:

Cite key information from the first contact with Community Literacy Center (CLC):

Preparing for the intake interview:

Questions	Reasons for Asking
1.	**1.**
2.	**2.**
3.	**3.**
4.	**4.**
5.	**5.**

Guidebook 2:

Learning Disabilities Assessment Process:

1. What indicators did CLC staff have at the intake interview that the learner has or might have a learning disability?

2. Complete the chart below. In column 1, list the steps that CLC followed when staff became aware that the learner has or might have a learning disability. Make notes about what the staff learned under "Key Information" below the chart. Finally, in column 2 indicate what, if anything, you would have done differently from what the CLC staff did.

What CLC did:	What you would do differently:

Key information:

Guidebook 3:

1.Summarize the key information that CLC staff has learned about this person. List the general source of that information in column 3. Examples:

Placement test(s)
Diagnostic test(s)
Progress tests
Informal observations
Surveys or questionnaires
Interviews
The screening process

Strengths	***Challenges***	***Sources of Information***

2. List the person's long-term goal(s) or reasons for coming to the program.

3. Describe what you think this person's instructional needs are based on the above information.

4. In the chart below, check one or more curricula options that you think would be appropriate for this person. You can select the same one identified by CLC or make a different decision. Briefly indicate your reasons.

Curricula Options	***Reasons for Recommending***
☐ **Basic Skills**	
☐ **Learning Strategies**	
☐ **Critical Content**	
☐ **Social Skills**	
☐ **Self-Advocacy**	

5. List two short-term learning goals that you could suggest to this person. Consider the person's long-term goal for coming to the program, as well as the other information you have learned about him/her. Beneath each goal list some measurable and attainable objectives that would help you plan your instruction to meet the goal and that would give the learner a sense of progress.

Goal #1:
Objectives:

Goal #2:
Objectives:

6. You have completed a report card on an assigned instructional material. Describe how you would need to adapt it if you chose to use it with this learner.

Name of Material:__________________

____

____

____

Adaptations that would be needed:

Guidebook 4:

Using the following lesson format, and all of the information that you have gathered thus far, plan a SMARTER lesson for Alex or Delia as assigned:

SMARTER Planning and Teaching

(Incorporating Levels of Skill and Strategy Acquisition)
(Read pp. 31–36 in Guidebook 3.)

Shape Critical Questions.

Map Critical Content.

Analyze for Learning Difficulties.

Reach Instructional Decisions.

Teach Strategically

Levels of Skill and Strategy Acquisition

1. Commitment

2. Shape or Describe

3. Model

4. Verbal Practice

5. Supported Practice and Feedback

6. Independent Practice and Feedback

7. Generalization

Evaluate Mastery

Revise Plans and goals

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Appendix F
Systemic Change Worksheets for *Guidebooks 1, 2, 3, and 4*

Systemic Change Worksheet 1

Indicators of High-Quality Service	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
(Please check) **Staff understand LD and the impact on the lives of learners** ☐ Yes ☐ No	*(Please check)* ☐ **A written definition of LD has been adopted for guiding program decisions and services.**					
Staff and adults with LD can describe the adopted definition and associated characteristics of LD. ☐ Yes ☐ No	☐ **Written policies, procedures, and actual practices are not based on and do not reinforce generalizations and stereotypes about LD.** ☐ **Written policies and procedures ensure careful decision-making about services related to LD and do not reinforce premature decision-making.**					

Indicators of High-Quality Service *(Please check)*	*Specifics* *(Please check)*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
Staff understand the law and the legal requirements related to adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures detail how legal rights for adults with learning disabilities are assured.** ☐ **Written policies and procedures describe how program staff will keep adults with learning disabilities informed of their legal rights about how to advocate for those rights.**					
Staff and adults with learning disabilities can describe the legal implications related to providing services to adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures ensure that legally required accommodations are offered to adults with learning disabilities at each step of the program.**					

Indicators of High-Quality Service ***(Please check)***	***Specifics*** ***(Please check)***	***What Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
Staff work to create community linkages and systems change that will increase the success of adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies and procedures define the range and role of community resources and how staff and adults with learning disabilities can access them.** ☐ **Written policies and procedures define the program staff's perceived roles and responsibilities in systems change and plan to create and participate in systems change.**					

Indicators of High-Quality Service *(Please check)*	*Specifics* *(Please check)*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
Staff development plans ensure that practitioners can effectively use and maintain the practices that have been selected to improve the quality of services for adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Ongoing evaluations of staff reflect accurate understanding of learning disabilities and implementation of adopted policies, procedures, and research-based practices.** ☐ **Written plans describe short- and long-term staff development plans that will result in the creation of policies, procedures, and practices that will improve and maintain the quality of services for adults with learning disabilities.** ☐ **Written policies, procedures, and practices are reviewed and revised annually to ensure that best practices related to learning disabilities continue to shape program services.**					

Systemic Change Worksheet 2

Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
An assessment process sensitive to LD serves as an umbrella for all program services. ☐Yes ☐No	☐ **Written policies, procedures, and practices ensure that assessment activities are tied to decisions that are required to deliver high-quality services to learners at each phase of the literacy program.**					
	☐ **Written policies, procedures, and practices ensure that assessment activities evaluate how the adult is learning, as well as what the adult has learned.**					
	☐ **Written policies, procedures, and practices ensure that there are appropriate activities for determining at intake if any adult has previously been identified as having a learning disability.**					

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Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
Screening for LD is conceptualized as an ongoing process that is linked to the overall assessment process. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that staff know how to identify patterns of behavior that might suggest the presence of learning disabilities.**					
	☐ **Written policies, procedures, and practices define the activities that comprise an ongoing process for screening for learning disabilities.**					
	☐ **Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.**					
	☐ **Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice and compensate for shortcomings by collecting other assessment information.**					

Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
There are clear guidelines for altering instruction based on different types and levels of assessment information. ☐ Yes ☐ No	☐ **Staff understand how the screening process adopted by the program is linked to the overall assessment process.**					
Decision-making is collaborative and is based on a variety of people reviewing a variety of sources of information. ☐ Yes ☐ No	☐ **Written policies, procedures, and practices ensure that staff understand the process for making decisions about implementing specific screening activities for learning disabilities.**					
	☐ **Written policies, procedures, and practices ensure that decisions are based on multiple sources of data.**					
	☐ **Written policies, procedures, and practices ensure that staff know how to counsel learners about options and services when learning disabilities are suspected.**					

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Indicators of High-Quality Services	*Specifics*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Date of Completion*	*Key Staff Responsibility*
Staff work to link learners with other groups to obtain required assessments that are beyond the services provided by a program. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices demonstrate that there is a process for linking the learner to community resources that can provide more intensive and formal diagnostic testing for learners who desire more information about potential learning disabilities.**					
	☐ **Staff members know the formal diagnostic testing process that is used for legally confirming a learning disability.**					
	☐ **Staff members know how to use information provided by reports provided by a psychologist to modify literacy services.**					
	☐ **Written policies, procedures, and practices ensure that staff modify literacy services based on information included in reports provided by a psychologist.**					

Assessment procedures lead to planning and teaching activities that increase the success of adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that assessment information is used to shape goals, plans, and the selection of appropriate curriculum options to help the learner achieve goals.**					
	☐ **Written policies, procedures, and practices ensure that assessment information is used to select appropriate instructional methods, including legal accommodations and instructional adaptations.**					

Systemic Change Worksheet 3

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
Program Action Plans are collaboratively developed with adults and are based on assessment information and the learner's goals. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that assessment information is used to develop learner profiles that can be used for instructional planning.					
	☐ Written policies, procedures, and practices ensure that learner profiles are used to create action plans that define the learner's participation in the literacy program.					
	☐ Written policies, procedures, and practices ensure that learners are involved in charting the direction of program action plans.					
Appropriate curricular options for adults with learning disabilities are used to implement program action plans. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure that appropriate curriculum options and resources available for enhancing basic skills, learning strategies, social skills, content mastery, and self-advocacy are used in instructional plans.					

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
	☐ Written policies, procedures, and practices ensure that the best mix of curricular options are appropriately selected and implemented for each learner.					
	☐ Written policies, procedures, and practices ensure that the selection of instruments and activities for use in screening for learning disabilities is based on research-based standards of best practice.					
	☐ Staff know whether the screening instruments selected for use in the process of screening for learning disabilities meet national standards for best practice and compensate for shortcomings by collecting other assessment information.					
	☐ There are clear guidelines for altering instruction based on different types and levels of assessment information.					
Instructional plans lead to instructional activities that are sensitive to the information processing characteristics and needs of adults with learning disabilities. ☐ Yes ☐ No	☐ Written policies, procedures, and practices ensure legal accommodations and adaptations are appropriately included in instructional plans.					
	☐ Written policies, procedures, and practices ensure instructional plans are derived from program action plans.					
	☐ Instructional plans are developed prior to instructional sessions and are modified as needed during interactions with the learner.					

Indicators of High-Quality Services Our Programs have:	Basic Questions	What Presently Exists	What is Needed	Priority Sequence	Target Date of Completion	Key Staff Responsibility
	☐ Instructional plans respond to how the learner acquires, stores, retrieves, and expresses information, and to how she or he demonstrates competence.					
	☐ Instructional plans are verbally and graphically shared with the learner through the use of critical questions, graphic organizers, and cumulative reviews.					

(**Note:** This chart is a continuation of H-8 for *Guidebook 1* and H-3 in *Guidebook 2*. Another series of questions will be be asked for *Guidebook 4*. Please use the format sent earlier and just continue with it.)

Systemic Change Worksheet 4

Indicators of High-Quality Service *Our Programs Have:*	*Specifics* *Please check*	*What Presently Exists*	*What is Needed*	*Priority Sequence*	*Target Completion Date*	*Key Staff Responsibility*
The integrity of curriculum options and materials are maintained during instructional activities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that instruction is built around well-defined curriculum options and specific curriculum areas.**					
	☐ **Written policies, procedures, and practices ensure that materials are appropriately used and or modified for use with learners.**					
	☐ **Written policies, procedures, and practices ensure that the content of curriculum options and materials are analyzed and translated into explicit instructional activities.**					

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Indicators of High-Quality Service ***Our Programs Have:***	***Specifics*** ***Please check What***	***Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
An instructional environment addresses the needs of adults with learning disabilities while promoting. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that the environment supports learning while supporting independence.**					
	☐ **Written policies, procedures, and practices ensure that adaptations and accommodations are used effectively during instructional sessions.**					
Principles of LD-appropriate instruction drive instructional interactions with adults with learning disabilities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that principles of LD-appropriate instruction are embedded in teaching activities.**					
	☐ **Written policies, procedures, and practices ensure that practitioners alter instruction to increase the success of teaching practices.**					
Models of LD-appropriate instruction are used to guide and evaluate teaching activities. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of strategic instruction in their instructional activities.**					

Indicators of High-Quality Service ***Our Programs Have:***	***Specifics*** ***Please checkWhat***	***Presently Exists***	***What is Needed***	***Priority Sequence***	***Target Completion Date***	***Key Staff Responsibility***
	☐ **Written policies, procedures, and practices ensure that practitioners understand and can incorporate components of direct instruction in their instructional activities.**					
	☐ **Written policies, procedures, and practices ensure tutoring sessions are collaborative and revolve around models and principles of LD-appropriate instruction.**					
Instructional sessions are structured around the goals of teaching, reviewing, and planning. ☐ **Yes** ☐ **No**	☐ **Written policies, procedures, and practices ensure that teaching sessions are well planned, implemented, and evaluated.**					
	☐ **Written policies, procedures, and practices ensure that instructional sessions regularly review progress and provide feedback on specific and overall progress made towards reaching goals.**					

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Indicators of High-Quality Service **Our Programs Have:**	**Specifics** **Please checkWhat**	**Presently Exists**	**What is Needed**	**Priority Sequence**	**Target Completion Date**	**Key Staff Responsibility**
	☐ **Written policies, procedures, and practices ensure that action plans are reviewed and revised at regular intervals.**					

Critical Questions for Adult Literacy Programs

To develop an adult literacy program that is responsive to the needs of adults with learning disabilities, literacy program staff may find it helpful to use the following critical questions as a framework for discussing and planning services. Each of the five guidebooks will provide information that can be used to help practitioners answer these critical questions:

- What makes adult literacy services sensitive to the needs of adults with learning disabilities?
- What is the nature and impact of learning disabilities on adults?
- How does the law affect the quality of life of adults with learning disabilities?
- What linkages to other community agencies are critical for literacy programs to increase the success of adults with learning disabilities?
- How can literacy program staff ensure that systemic change will increase the success of adults with learning disabilities?
- How can literacy program staff ensure that assessment practices in adult literacy programs increase the success of adults with learning disabilities?
- How can the choice of curriculum and curriculum materials affect the success of adults with learning disabilities?
- How can instructional planning become more sensitive to the needs of adults with learning disabilities?
- How can literacy program staff ensure that instruction increases the success of adults with learning disabilities?
- How can literacy program staff ensure that accommodations and instructional adaptations are appropriately selected and used to increase the success of adults with learning disabilities?

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GUIDEBOOK 1
Preparing to Serve Adults with Learning Disabilities

GUIDEBOOK 2
The Assessment Process

GUIDEBOOK 3
The Planning Process

GUIDEBOOK 4
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GUIDEBOOK 5
Creating Professional Development Opportunities

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